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ABSTRACT

This book discusses various facets of stewardship as it applies specifically to philanthropy and donor relations for institutions of higher education. Stewardship is defined as a way of preserving opportunities for further support, as the legal and public relations protection of institutions, and as a "right" thing to do. Following an introduction, "Stewardship's True Role: To Honor and Protect" by Tracy G. Savage, chapters include the following: "The Basics of Donor Communication" (Irene M. Bunin); "The Basics of Acknowledgment" (Jeanne McKown); "Stewarding Named Funds" (Marcia Novak); "Using Technology To Support Stewardship" (Tammie L. Ruda); "Donor Recognitition Societies" (Tammie L. Ruda); and "Special Events for Special People" (Sherry Noden). Three appendixes provide sample donor relations documents, a list of related current articles, and a bibliography of donor relations resources. (CH)

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THE NEWCOMER SERIES

The Essential Guide to Stewardship Policies, Procedures, and Protocol

Donor Relations

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CASE Books

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THE NEWCOMER SERIES

THE ESSENTIAL GUIDE TO STEWARDSHIP POLICIES, PROCEDURES, AND PROTOCOL

Donor RELATIONS

CASE Books

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Editors: Karla Taylor and Shannon Joyce
Reviewer: Trish Jackson
Researcher: Barbara Perkins
Book design: Fletcher Design

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Council for Advancement and Support of Education
1307 New York Avenue, NW
Suite 1000
Washington, DC 20005-4701

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STEWARDSHIP'S TRUE ROLE: TO HONOR AND PROTECT

Tracy G. Savage

Stewardship is not a new concept. The principle goes back at least as far as the Middle Ages in Europe, when someone who owned a substantial amount of property relied on a relative or a hired "steward" to manage the household and tend to its inhabitants. In short, the steward's duty was to protect the estate both for the owner and on behalf of the owner. Because the value of property often determined the owner's most basic civil rights, having a good steward was of the highest priority. In those days, tending to the well-being of property was the best—and sometimes the only—guarantee of physical safety and personal freedom.

In today's philanthropic world, stewardship means all that it did for landowners a thousand years ago and, of course, more. Merriam Webster's Collegiate Dictionary defines stewardship as *the conducting, supervising, or managing of something; esp: the careful and responsible management of something entrusted to one's care.* This modern concept has evolved in a direct way to include the attention that we, as nonprofit stewards, give to donors and the property they transfer to our institutions in the form of charitable gifts.

Although donors usually give up all right of ownership with the transfer of gifts, the deep commitment this transfer represents warrants an ongoing relationship between donors and institution. It is this ongoing relationship that we in development take up as our special responsibility.

Let's agree, for purposes of this discussion, on the following definition of stewardship: *It is the process whereby an institution cares for and protects its philanthropic support—its gifts and those who give them—in a way that responds to the donor's expectations and respects the act of giving.* Even though the

chapters in this book present many different stewardship practices in specific detail, we begin with this common understanding. Whether we are talking about acknowledgments or recognition, named-fund reporting or general donor communication, our underlying stewardship goal is to care for and protect both gift and donor, responsively and respectfully.

Throughout the pages that follow, we will often use the phrase "donor relations" interchangeably with "stewardship." In many of our institutions, donor relations is the formal name for our stewardship program. In others, stewardship activity falls under the aegis of major gift or campaign offices as part of their ongoing cultivation program. Although most campuses make a distinction between cultivating prospects and stewarding existing donors, both activities share a common goal: to encourage a positive relationship between individuals and institution. Whatever we call our stewardship efforts, they are anything and everything we do to nurture and honor the relationship with our donors.

Philanthropy and the Balance of Power

Philanthropy is powerful. It brings about good things that otherwise might not come to pass. When we as institutions find ourselves on the receiving end of such a powerful act, we are surely grateful. At the same time, however, we are terribly conscious of our never-ending needs, of always being in the receiving role.

Our donors' very ability to give suggests an imbalance of power. Even as we grow excited by the prospect of impending gifts, we are continually forced to face the fact that we depend on those gifts for our success. This subtle conflict sometimes leads us to think of stewardship in a sort of David-and-Goliath scenario, a strategic siege in which we poor officers of needy institutions struggle to find just the right pebbles and slingshots to maneuver our philanthropic giants into exactly the right arena.

But real stewardship suggests a different scenario, one where power is shared equally between donors and institution. We must never forget that, in fact, performing an act of great generosity makes donors very vulnerable. Whether the gift is $500 or $5,000,000, in the moment of giving our donors are daring to let us see what they really care about. They're drawn to us and compelled by us. In that sense, we have equal power. From such a position of strength, we have an opportunity and an obligation to honor and protect our donors.

Stewardship then becomes part of a noble—and balanced—agreement between meritorious institution and generous donors. In return for gifts, we care for gifts. In return for our donors' generosity, we care for their charitable intent, their sense of accomplishment, and their peace of mind.

The Next Gift—and the Next

As we noted before, when donors make a gift, their deep feelings do not disappear just because the transaction ends. In fact, more often than not, great gifts intensify the feelings that motivated them in the first place. Our institutions play many key roles in intensifying this motivation. The way we respond to a gift, attend to it and report on its impact, and show its impact over time all

communicate its appropriateness, relevance, and timeliness. In that way, our responses invite the donor to give again.

A fund-raising truism states that the best prospect is a previous donor. However, the adage holds true only if the institution has responded with care to the previous gift. Careful stewardship can be more effective in bringing about the next gift than the most creative donor cultivation strategies. And so we note one obvious difference between donor cultivation and donor stewardship. We may not always succeed in cultivating a potential donor's intent to give; however, it is a cinch that we can ruin a donor's intent to give a second time by failing to steward the first gift.

We must always remember that good stewardship includes both gifts and donors. Although this may sound obvious, our campuses often deal with the two through entirely separate channels. To be truly successful, a stewardship officer who deals with donors must also build strong relationships with the campus offices that spend, implement, or invest the gifts. Such interoffice relationships are not always easy to sustain, but they are pivotal to good stewardship.

The Value of Stewardship

If we agree that taking care of our donors and their gifts is both a duty and an opportunity, we can understand some of the many ways that stewardship helps our institutions. As we explore effective donor relations in the pages that follow, we should keep in mind an underlying premise. No matter how large or small our institutions, no matter how many or how few our donors, we cannot ignore the three most compelling reasons to make good stewardship a high priority:

1. *Stewardship preserves the opportunity for further support.* It keeps information flowing from institution to donor and donor to institution. Donors feel appreciated and successful, and they stay in touch with and become closer to our institution.
2. *Stewardship offers legal and public relations protection to our institution.* It helps ensure accurate crediting of gifts and documentation of gift purposes. It makes certain that gift restrictions are clarified and documented. And it guarantees that gift transactions are appropriately documented for accounting, financial auditing, and tax purposes.
3. *Stewardship is the right thing to do.* Generosity begets a response; it does not buy one, but it deserves one. Responsible stewardship respects philanthropy, our loftiest goal and our firmest bottom line. What's more, because gratitude is a universal standard, its expression deserves great care.

Our efforts to be good stewards are tremendously important. Our donor relations programs may be highly structured activities for large, specialized development offices or a few unspoken standards that guide a very small shop. In any case, all of us have both an opportunity and an obligation to care for our supporters and their valued contributions. Whatever our development cause, good stewardship is a smart, and noble, practice.

THE BASICS OF DONOR COMMUNICATION

Irene Bunin

Much of stewardship takes place behind the scenes. The work can be technical and at times even a bit dry: monitoring gift designations, keeping the database up-to-date, setting acknowledgment procedures, planning room set-ups before events, planning room clean-up after events ….

But no matter how absorbed you become in the details, you and all other stewardship officers must keep one thing in mind: Behind every gift there's a real person who cared enough to give to the cause. That person and that cause are the true reasons for everything you as a donor relations professional do. To serve the giver and the gift as well as possible, keep in mind these brief but vital communication tips to make acts of philanthropy personally rewarding for your donors.

Listen, listen, listen

The greatest compliment one human being can pay another is to listen actively. That means not interrupting someone else's thoughts . . . a hard thing for most of us to do. The worst thing you can do is to make someone else feel invisible. Witness what happens around the elderly when other family members are present, whether in a hospital or at home.

There's much you can do to improve your listening skills—go to workshops, read books, learn from the experts. Then listen specifically for....

- What's important to your donors about your institution?
- What do they care about deeply?
- Is there a match between their passion and your institution's needs?
- Whom do they stay in touch with on campus other than you? (More on this later.)

- How do they want to stay connected to the institution—by reading your publications, having a representative of the institution visit regularly, or something else?

By listening actively for the answers to these questions and more, you will learn what really matters to your donors, not just what you think should matter. Then you can do your best to honor their needs.

Remember, too, that everyone likes to feel like an insider. What are you doing to make this donor feel part of the team? For example, when you send out materials from your institution, do you always include a human contact and an easy way to get in touch? You can't listen to donors' concerns if they don't know you're available.

Build Bridges and Coordinate Contacts

Before you can be effective in the outside world, you must make sure the home front is in order. For you at work, the home front is donor relations. Do you and your staff share information effectively? Is a system in place so that when you go away, others know how to carry on?

Once donor relations is shipshape, then branch out to your colleagues in the rest of the development office. Does everyone work together as a team to know how to look smart with donors? Do you coordinate your information so they don't receive five pieces of mail from five development officers? Do you sit in on meetings that relate to you? If not, then make a case with the appropriate person in your office so you can participate as a donor advocate.

Once the development staff has systems in place so that everyone has access to important donor information, ask yourself how well you've established relationships across campus. Think about everyone who affects—or is affected by—your work, including other administrative offices, academic departments, student leaders, and organizations. The first time you deal with campus colleagues, try to meet them in person. After that, it doesn't matter how you communicate—by phone, handwritten note, memo, or e-mail—because you've connected names with faces and so have they.

Why is this effort important?

Because when most donors communicate with a campus, they're in touch with several people in different offices—and you don't necessarily know who. Donors' impressions are based on their experiences as a whole. The more you can learn about a particular donor's relationships with your colleagues across campus, the better job you'll do of communicating with this individual. In many cases, you'll learn that your colleagues may even be better points of contact than you. But you won't know if you haven't laid the groundwork by reaching out to other departments.

Understand What Makes Your Campus Special

This seems obvious, but ask yourself how much you feel a part of your own institution. To what extent are you an active participant on campus? Do you sample what it offers by, for example, auditing courses, attending programs, and going to sporting events? Do you hit the campus cafe and mingle where students and faculty go to get a sense of the pulse?

Is your office in the middle of campus? At some institutions, the development office isn't even a physical presence. In that case, you really have to make an effort to get to know your campus culture. Again, the more you understand about your institution, the better able you are to make a case for and to your donor, whether you're meeting with the person face to face or drafting a report over the president's signature.

Keeping the Human Touch

Back to the technicalities. To show you the nuts and bolts of how my campus, Vassar College, and other institutions, steward gifts, look in Appendix A. There you'll see detailed examples of our procedures for stewarding all kinds of donations, including gifts-in-kind. Obviously it's vital to put such information together and to make sure you're following the rules on these and hundreds of other stewardship issues.

But even more vital is the human side of saying thank you. Diana Elvin, director of donor relations at Williams College and a colleague I regard highly, once told me that we've chosen a profession in which we spend most of our time expressing gratitude on behalf of our institution. Go forth and speak from the heart. All will be blessed, especially you.

THE BASICS OF GIFT ACKNOWLEDGMENT

Jeanne McKown

Why acknowledge gifts? Because it's the right thing to do. Donors like to be, and deserve to be, thanked. What's more, they may respond by giving again. Proper acknowledgments require two things: getting the process right so the thank-yous are timely and accurate, and getting the protocol right so they're suitably appreciative. Here's a brief guide to both these essential steps.

Getting the Process Right

The acknowledgment system that's right for you depends on the size of your campus, the number and amount of gifts you receive, and the way those gifts are handled. Even so, several essential components of a good system are common to all organizations.

A Set Time Frame for Acknowledgment

How soon should a gift be acknowledged? The best answer is, of course, as soon as possible. At Georgia Tech, routine acknowledgments are processed the day following receipt of the gift. Special acknowledgments may take a few days longer because they sometimes require additional research. Each of these donors receives acknowledgments from Tech's vice president of development and from the president of the Institute. These letters are prepared individually and personalized for special signature. Individual donors of more than $100,000 also receive a special, personalized acknowledgment from the vice chair of The Campaign for Georgia Tech. In setting the time frame for your organization's acknowledgments, consider the amount and purpose of the gift, the relationship of the donor to the organization, and any additional research, including interviews with

involved faculty or staff that may be needed to complete the letter. Make every effort to finalize these letters and have them delivered within a week of the gift's receipt.

Clear, Written Procedures

Such procedures outline who is responsible for acknowledging what type and level of gift. You should distribute these to all staff involved and update them regularly. Here are the activities to think about and steps to take as you set your procedures.

- Create separate tracks that distinguish what happens to pledges from what happens to gifts that are pledge payments. This may be accomplished by assigning different identification numbers to them, one number for the pledge, and another number that identifies each payment toward that pledge.
- Determine which staff should do what based on gift designations and levels.
- Add data on acknowledgment correspondence to your information system such as the date the gift was received, the date the acknowledgment was sent to the vice president for signature, and the date it was mailed.
- Organize and standardize the types of documents your acknowledgments require so you can reduce the amount and variety of correspondence.
- Update your procedures regularly and make sure your staff is properly trained. Also institute monitoring mechanisms so you can assess the impact of any changes.
- Develop clear back-up plans so that your recording and acknowledgment process can go on despite staff absences, turnover, equipment failure, or disaster.
- Regularly review and update acknowledgment protocol and correspondence.

Well-Established Responsibilities

Again, acknowledgments can be created in a variety of ways, depending on the institution. Sometimes they're the responsibility of the annual fund staff or the stewardship staff. Other times the thank-you letters are computer-generated. They may also be written by deans, directors, department heads, or development officers, but the stewardship staff manages all other parts of the acknowledgment process.

At Georgia Tech, all gifts for the Georgia Tech Foundation Inc. go first to foundation accounting, where the staff makes deposits and starts the paperwork trail. The staff directs copies of the checks, cover letters, and any information pertaining to the gift to the gift receipts office, where the data input begins.

What the stewardship staff sends out depends on the size of the gifts and who the donors are. Acknowledgments for all memorial gifts and all gifts of less than $25,000 from individuals and less than $100,000 from corporations and foundations are computer-generated and printed daily in batches.

Georgia Tech Foundation, Inc.
Flow Chart for Gift Acknowledgments

- Accounting — for deposit
- Gift Receipts — for data entry and computer-generated letters
  - Memorial gifts
  - Other gifts under $999
  - Gifts of $1,000 to $24,999 from individuals
  - Gifts of $1,000 to $99,999 from corporations and foundations
- Stewardship — for special acknowledgments
  - Gifts of $25,000+ from individuals
  - Gifts of $100,000+ from corporations and foundations
  - Specials gifts and special situations

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The stewardship staff personalizes acknowledgments for all gifts of more than $25,000 from individuals and more than $100,000 from corporations and foundations. For these top-level donors, the staff prepares special letters that go out over the signatures of the vice president for development, the president of the Institute, and the vice chair of The Campaign for Georgia Tech.

Set Standards for Who Gets What

Obviously, at the same time you're handing out responsibilities, you have to think through the complicated question of what level of acknowledgment is right for whom. Four factors play a part in such decisions:

1. What are your institution's existing gift acknowledgment levels? In other words, what kinds of thanks do you provide already? Common levels are:
   - A standard (pre-signed) card—most likely a self-mailer used by some organizations for gifts of less than $250. These may omit a signature but carry the organization's logo.
   - Receipt only—generally for donors of less than $1,000.
   - A standard (live) signed card or letter.
   - A custom letter signed by (in ascending order of importance) the stewardship/donor relations officer, the vice president for development, or the campus CEO.
2. Which level of acknowledgment is the most labor-intensive or time-consuming?
3. What steps can you take to lessen the burden of labor without sacrificing donor contact?
4. What can you do to increase your institution's visibility in the eyes of the donor?

As you can tell, those questions demand that you weigh the challenge of getting all gifts acknowledged promptly against the value of making your thank-you more meaningful by personalizing it. The decision comes down to priorities—as well as some strategic thinking about how to put the most resources toward the donors with the most potential. Here's what another university did after asking itself the four questions above:

1. Raised minimum gift amount for presidential acknowledgment from $1,000 to $5,000.
2. Designed and produced acknowledgment cards for gifts of $1,000 to $4,999.
3. Computerized acknowledgment procedures to eliminate duplicate keying-in of data and make data more easily accessible.
4. Initiated a program to send acknowledgments from the vice president for development and others. Donors should be thanked, and donors of significant gifts in particular appreciate receiving several letters from prestigious members of the faculty and administration.

Getting the Protocol Right

Of course, all this hard work on procedures is worthless if you do an inferior job on the acknowledgment letter itself. How do you begin? A correct name and address are essential. If the person who will sign the letter knows the donor well, use the donor's first name or nickname in the greeting (for example, Dear George). If the signer and donor are not well acquainted, use the more

formal form of address (Dear Mr. Burdell).

Collect all the information you'll need, and try to keep the letter to a single page. Be sure your letter's tone is friendly. Edit out every nonessential word. Use correct grammar for clarity. Strive for a style that is carefully thought out and crafted with precision. Be careful that your copy does not offend the donor or prove a nuisance. For example, why only say, "Many thanks for your recent contribution for scholarships," when you could say, "Because of your generosity, more than 200 deserving students will benefit from the George P. Burdell Scholarship, and we are deeply grateful." Or instead of, "As you know, your pledge payment is six months overdue," use something like, "Your annual pledge payment may already be in the mail. If so, please disregard this gentle reminder."

It is also important to thank the donor for whatever he tells you he is giving or intending to give, regardless of how it affects your internal accounting and donor recognition process. For example, a donor who indicates on her letter of intent that she is naming your institution as a beneficiary in her will should be thanked for her intention whether or not she is willing to provide documentation. Your internal procedures can delay booking the gift and public donor recognition without involving the donor in that aspect of the process.

Two other procedural notes: When writing acknowledgments, remember that you're creating a record for employees who come after you. So plan to put standard types of information in standard parts of the letter. For example, it will be easier for others to research a gift if they can expect to find the important details in the first paragraph of the main thank-you letter than if they have to pull the information from parts of several letters filed in different places.

Also, if you've followed your institution's procedures to this point, you should already know how you handle various types of gifts, such as checks, stocks, real estate, equipment, and bequests. Are you expected to list the amount of the gift in your acknowledgment? Probably so for checks and stocks; probably not for real estate, equipment, and other property gifts. If you're supposed to list the amount of the property gift, find out how the value was determined. For planned gifts such as bequests, sometimes the stewardship office acknowledges them, and sometimes the planned giving office does.

In the end, what does a successful acknowledgment letter look like?

- It's error free.
- It's neat and balanced on the page.
- It clearly restates the amount of the gift and its purpose.
- It clarifies
  - any terms of payment,
  - who gave the gift, and
  - to whom the gift is given.
- It warmly thanks the donor.

That last part is so important; don't let it get lost in the jungle of procedures and policies. Because when it comes to acknowledgment letters, the warmer the approach, the more intense the impact.

STEWARDING NAMED FUNDS

Marcia Novak

Although you may never have thought of yourself this way, you serve as a fund-raising ombudsman.

More than anyone else on campus, you as a stewardship officer bear responsibility for making sure that both the donor's intent and your institution's needs are respected. That doesn't mean you shouldn't get plenty of help with these big jobs. Others in the development office and many other campus departments should play an important part as well. In fact, in order to do your job well, you, as a stewardship officer, will have to deal effectively with many different groups of people— from donors to faculty to other members of the development, advancement services, and financial office staffs.

Ideally, all major policies should be in place before a gift is accepted, and so in essence, before it gets to the point of stewardship. Yet, your role requires that you have a thorough understanding of some of the technical aspects of named funds that this chapter will cover, including:

- industry standards on gift reporting and common terminology;
- establishing fund agreements and pledge payment schedules;
- the gift review process;
- the tracking of funds, which includes monitoring fund use and ensuring that principal and income are handled as they should be;
- gift reports;
- outmoded funds.

Let's take a look at each step in some detail.

Step 1. Understanding The Industry Standards

Learning Standards for Reporting Gifts

Before you steward your first gift, it is essential to be familiar with your institution's gift acceptance policies and with gift reporting standards. While a thorough understanding of these standards is important to be able to communicate effectively with staff and donors, at most campuses, the chief financial officer is ultimately responsible for making sure the institution is adhering to its particular policies and standards. Gift acceptance policies need to be developed individually at each institution, while gift reporting standards have already been put in place by four major reputable organizations. They are the Financial Accounting Standards Board (FASB), the Government Accounting Standards Board (GASB), the Council for Advancement and Support of Education (CASE), and the National Association of College and University Business Officers (NACUBO).

FASB and GASB are organizations that develop financial accounting standards. Private institutions and affiliated foundations of public institutions are subject to FASB standards, whereas public institutions follow GASB's accounting standards. CASE is the professional association for institutional advancement officers at educational institutions; in cooperation with NACUBO, CASE developed gift reporting standards for institutions' fund-raising management reports in a 1996 publication called *CASE Management Reporting Standards: Standards for Annual Giving and Campaigns in Educational Fund Raising.*

It is important to note that there are differences between and among the accounting standards for recording gifts in an institution's financial statements and using the CASE standards for reporting gifts for fund-raising management purposes. The CASE publication includes some relevant information about FASB and GASB and a useful guide to reconcile annual giving fund-raising management reports with the institution's financial statements. This book is a must-have reference for all development officers who set or execute policy for recording gifts. For specific questions about your institution's financial statements, please consult with your own institution's chief financial officer.

Making Sense of Common Terms

Because you as the stewardship officer speak with donors and your colleagues in your institution's finance office, it is important to understand the following terms:

Named Funds

A named fund is any specific fund that requires individual stewardship activities. Such funds can be restricted or unrestricted, endowed or current-use, as described below.

Endowment Funds

An endowment fund is one in which earnings on the fund are used in perpetuity to support the organization's programs and goals, though the principal of the fund is never spent. By not spending the principal or corpus of the fund, it can generate greater earnings over time. Thus an endowment fund is often used to support programs that need continual resources over a long

period of time, like faculty positions, academic programs, libraries, and student aid. Often the principal of endowment funds comes through donations.

Although it was traditionally private institutions that encouraged gifts of endowment funds, now many public institutions have solicited endowment funds to supplement government appropriations. Endowments are managed for optimal return either by the institution's financial office, by a board of trustees, or by an outside management professional.

Institutions have an obligation to use and invest endowment funds wisely to ensure that the desires of donors are protected and that the assets of these funds increase in appropriate ways. Many states have statutes such as the Uniform Management of Institutional Funds Acts (UMIFA) that require institutions to consider both long and short term investment and institutional needs. Many institutions adopt spending rules to ensure a growing stream of revenues and sufficient funds that can be continually reinvested.

Restricted endowment funds

Often, donors will set up a restricted endowment fund in which they designate for what purpose the income from the endowment will be used.

Unrestricted endowment funds

Donors may opt to leave up to the discretion of the institution the way to spend the income from an endowment fund. Many institutions use these unrestricted endowment funds to explore new fields or research, or to respond to financial demands for which no restricted endowment funds have been established.

Two Examples of How a Pooled Endowment Fund Works

1. Institution X calculates the per-unit share distribution based on the market value of the average of the pool over a 20-quarter rolling average. Income is then distributed at a rate of 5 percent of that average value.

2. At Institution Y, the payout is calculated at an annualized rate of 4 percent times the rolling-average market value of the total endowment for the last eight quarters.

Both these methods ensure a level payout rate because they take into consideration market highs and lows. Institutions X and Y retain dividends and capital growth in excess of the income distributions, thus ensuring capital appreciation and income growth. Usually your campus's treasurer, your governing board's investment committee, or both are responsible for setting investment policy and maintaining investment strategy. You should receive the calculations to report available income to donors directly from your treasurer, director of development, or another appropriate administrator.

Funds functioning as endowment

Educational institutions may also have surplus funds or gifts that donors do not specifically stipulate for endowment purposes; in some cases, the institution may decide to place these funds in with endowment investments. These funds are aptly called funds functioning as endowment or quasi-endowment funds. An institution will often use such funds to meet long-term obligations that require continued support (like scholarships or professorships.) The institution may withdraw these funds and spend them as current funds at any time.

Pooled endowment

An institution will often decide to pool together all of its endowment funds to increase the overall

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returns on the investments. That pool may consist of common stocks and other income-producing securities. Each participating endowment fund owns units in the pool; most institutions recalculate market value quarterly and determine per-unit share distribution (payout) annually.

Restricted current-use fund

A restricted current-use fund is not endowed, but can be spent in its entirety according to the donor's wishes. Only donors can restrict funds for specific purposes, though institutions can designate funds for specific purposes.

Why would donors want to establish a restricted current-use fund? They may want their gifts to support the stated cause for a particular period of time. Or, they may not have the resources to meet the monetary guidelines established by your institution for an endowed restricted fund. Often donors will convert their current-use funds to endowed funds once their own resources have increased, or once they've become more confident about how the institution follows the particular fund restrictions.

Undesignated or "suspense" funds

Undesignated or suspense funds are important distinct holding funds used while a donor is in the process of finalizing any fund restrictions or pledge payment schedules. These funds are temporary and become established named funds once restrictions are finalized or funding is complete. No expenditures are allowed from these funds.

Fund Values

Endowments are evaluated using two measures: book value and market value.

Book value is the actual capital or principal invested. In most instances, the principal equals the gifts the donor made. However, if the endowed fund has a clause that permits the return of unexpended income to principal, or the return of a percentage of income to principal, the book value is the total of gifts plus income returned to principal.

Market value is the current worth of the endowment investment—in other words, book value plus market appreciation.

Payout

Payout refers to the proportion of earnings the campus spends over a specified period of time.

Step 2: Setting Gift Agreements And Payment Schedules

Among the many elements that are important to good donor relations are clear expectations on two fronts: funding levels and giving policies and procedures.

Pledge Payment Schedules and Gift Minimums

Setting up a gift agreement and corresponding payment schedule (with both dollar amounts and time limits to fulfill a pledge) is important because it creates a binding agreement or understanding between the donor and the institution; ideally, this should be set up before an institution accepts a

gift. Also, in cases where a pledged donation is going toward a specific ongoing project (e.g., the construction of a building), a payment schedule helps to ensure the institution has steady payments to complete the project. Gift agreements for endowment funds can also let donors know the minimum donation required to fund everything from a scholarship to a full professorship.

Institutions usually have standard templates for gift agreements and payment schedules for most types of gifts. Depending on the organization of your office, you may or may not be involved with setting payment schedules or drafting gift agreements. At many schools, this is the responsibility of the vice president of development working in tandem with the finance office and the board of trustees. Regardless, it is important for you to understand what goes into drafting these agreements and schedules because you will have the ongoing contact with the donors and because you will serve as a source of information for them.

If your institution doesn't already have standard schedules in place, you can turn to several sources for help. One possibility would be the CASE Information Center, which has samples of gift agreements and pledge payment schedules. You could also benefit greatly from a survey of your peers. You could conduct a poll of campuses that are like your own in terms of mission, size, and location; to increase their willingness to help, offer to share the findings once you have completed the survey.

Or, you could try an online survey via a listserv. These types of electronic polls are inevitably unscientific—since it's impossible to get a random sample or to be sure how representative your respondents are—but they are quick and useful snapshots of what is occurring in the field. In 1998, such an informal survey took place on Stewardshiplist, an e-mail forum for stewardship officers. This poll indicated that the majority of institutions require the following minimums to establish funds:

- $10,000 to establish an endowed library fund,
- $50,000 to establish an endowed financial assistance or scholarship fund,
- $500,000 to $750,000 to endow a "full tuition" fund, and
- $1.5 million to $3 million to establish an endowed professorship fund.

During the Stewardshiplist discussion, one institution offered more detail that can help you think through guidelines you might set for both dollar amounts and time limits. This campus, which we'll call Institution A, uses this pledge payment schedule:

Gift Size	Time Limit to Pay
$10,000	Two years or less
$50,000	Five years or less
$500,000 to $750,000	10 years or less
$2 million	10 years or less

As a matter of policy, Institution A requires a minimum of $50,000 to establish an endowed financial assistance scholarship fund; however, if the donor cannot make a gift of that amount in one sum, the donor and the institution establish an appropriate pledge payment schedule. This institution's gift acceptance policy requires an initial gift of at least $10,000 to establish the endowed fund. When the donor meets the $50,000 gift level, and the fund restrictions are approved, the fund is then activated for scholarship assistance.

Developing a Named Fund Agreement

In addition to having policies in place to determine gift minimum and payment schedules, your institution also needs procedures to ensure that it is using the funds as the donor intended and in ways that benefit your institution. You play a pivotal role in assuring compliance—which means that if your institution doesn't already have a standard fund agreement, you need to generate the consensus necessary to develop an effective one. Most institutions have "boiler plates" or templates of fund agreements to follow.

The responsibility of a stewardship officer may vary from institution to institution as to who will draft such agreements, but as the stewardship officer, you have a responsibility to work with your colleagues in advancement and finance to ensure that such agreements exist and are used in a consistent manner.

The purpose of a fund agreement is to record donor intent, to ensure compliance, and consistency, and to provide a permanent record of the donor's wishes and the institution's acceptance. If drafting or revising such agreements is part of your responsibilities, make sure your agreements accomplish all these objectives by asking yourself these questions. (Or, if you already have standard agreements, ask yourself if they answer all these questions.)

- Who is the donor, and what is his or her affiliation with your institution? If the donor is not the primary contact, who is?
- What is the donor's historic association with the institution—that is, is he or she an alumnus/a, a first-generation graduate, or a member of an affiliated campus group? Or, is the donor a corporation with a long-standing relationship with your campus?
- What is the fund purpose and type? For example, is it a scholarship, lectureship, prize, library fund, or professorship? Is it restricted for current-use or endowed purposes?
- What does the donor want to accomplish? What are the restrictions within the fund purpose?
- How will the gift be funded? What are the amounts and the pledge payments of the gift?
- Does the agreement have an alternative-use clause in case the original purpose of the fund becomes obsolete?
- Has the document been reviewed by any applicable gift committees or administrators for approval before the donor is asked to sign it? Were any revisions made?
- Is the document signed and dated by the donor and the institution's appointed representative?
- Have you filed the original fund document with the proper office? Sent a copy to the donor? Filed a copy in the development office, in the stewardship files, and distributed the documentation to designated staff?
- Has the new fund been entered in the stewardship and/or institution's fund database?

Step 3: Reviewing Fund Agreements

Having a committee or appointed representatives review fund agreements is helpful to ensure that both donors' wishes and institutional needs are honored. Such a committee or

designated officials set policy, review fund agreements, and serve as a resource when there are gifts that require special consideration. Donors gain confidence in your campus when they know that the institution respects their goals and strives to meet them through consistent and structured gift policies.

Boston University formed a gift committee to make sure the needs of the university and those of the donor mesh. Here's how that committee works.

The group meets monthly to review all requests to establish restricted or designated funds. (The one exception is requests for professorships; those go directly to the provost and then to the president.) The provost serves as the ex-officio chair; the institution's general counsel is the acting chair; other committee members are representatives of the office of the vice president of financial affairs. The stewardship officer prepares background documentation packets for each meeting, attends the meeting, and manages the follow-up process of reporting back to the specific requesters, usually development officers working with specific donors. Urgent requests are reviewed by fax or by e-mail.

When the committee approves a fund agreement, the document then goes to the donors for their signatures. The donors send the original document back to the stewardship officer, who in turn obtains the institutional signature of the vice president of development and alumni relations. The original document goes to the comptroller's office for the institution's permanent file. Copies go to the donors and to the development office for the donors' profile folder and the stewardship files.

While smaller institutions might not have need for a full committee, it is vitally important that stewardship officers know how fund agreements are established and approved at their respective institutions, and take responsibility for ensuring that proper procedures are maintained.

Step 4: Tracking Funds

Once your campus has accepted a gift, you are responsible for tracking these funds and reporting on them to the donors. You should develop a priority list—perhaps based on size of gift or donor prominence—to help you determine which funds require an annual report or something more or less frequent. Once again, having these institutional guidelines in place is important so that all like donors receive equitable reporting and recognition.

Ideally, you are in a position to develop some sort of electronic tracking system. Before you adopt a particular tracking system, you will want "buy-in" from the various administrative units who will supply essential data for such a system. These will likely include the offices of the comptroller, treasurer, financial aid, enrollment services, and perhaps even the president. Ideally, each of these offices takes responsibility for part of the database so that only that particular office's staff can update the piece they own, even though all relevant staff can view every screen.

The process of dividing responsibilities and sharing information could go like this. When the gift committee or appropriate representatives approve a new fund, the comptroller's office enters the fund into the tracking system. The comptroller's staff assigns the fund a distinct number, enters the donor and gift information, and notifies the stewardship officer that the transaction is complete. Stewardship informs the appropriate development staff about the new fund and enters any historic

or background information about the donors and their reasons for establishing the fund. If it is a scholarship fund, the financial aid office enters any applicable award information. Once the donor and award information is available online, the stewardship officer can handle many queries about the fund (from either donors or campus people) instantly. Hard copy files of all documentation are maintained for background information as well as for auditing purposes.

As this book goes to press, there are various electronic fund-tracking systems available on the market; two popular ones are Filemaker Pro and Microsoft Access. However, many institutions have a fund database they've developed and linked directly to their development and alumni relations biographical and gift file databases. In addition, many of the fund-raising software companies are developing stewardship modules as part of their packages. You should consult your own information services/computer staff to determine what's best for your situation.

Whatever system you use, certain basic, essential information should be part of your database. Most important, the information must be linked or integrated so you can report to the donor, inform any of the fund's beneficiaries, and maintain fiduciary oversight of the fund. The chart on page 17 gives you a foundation on which to build your database.

Step 5: Overseeing Gift Reports

Why are reports so important? Stewardship is the link between the institution and the donor as you build trust, credibility, and gratitude through donor acknowledgment and recognition. Reporting to donors about their funds is an essential part of maintaining the relationship and enhancing donor loyalty. It is basic good manners and a vital part of the cultivation cycle.

The Information You Need to Write Accurate Reports

Getting the correct data for accurate reports requires establishing good relationships on campus. Before you can even begin to create your reports, you must resolve questions of who "owns" what data, who needs to have access to it, and how you maintain data integrity. That's why planning for a thorough fund financial reporting process can be a lengthy endeavor, taking an average of a year, if not more.

One good technique for planning is called the SQ3R method. SQ3R stands for Survey, Question, Recommend, Review, Revise. It works like this:

1. Begin your planning and get approvals within the stewardship/development office before you start working with other departments or administrative units.
2. Determine short- and long-term goals. What do you want to do? What tools do you need to do it? Who needs to be involved? When do you expect it to happen?
3. Use staff focus groups and move to a volunteer focus group, if appropriate to your institution's culture.
4. Survey institutions with similar missions and of similar size. What works for them might work for you. Then survey a few that are dissimilar. What's the same or different about their reporting process?
5. Question your responses.
6. Recommend, review, and revise until you feel confident about your plan.

FUND REPORTING DATABASE FIELDS

Unit number	Department number	Source number	Alpha sort name
Fund Title	Year Established	Gift Category (pooled endowment, separately invested, etc.)	Fund Status (active, inactive, deleted)
Fund Purpose (scholarship/fellowship, professorship, lectureship, library, prize, plant, operations, loan, etc.)	Fund Type or Category (current unrestricted, current restricted, endowed unrestricted, endowed restricted)	School or College (within a university) and Department (within a school or college)	Companion Number (the income account for an endowed fund)
Financial Aid Number (if different from source number)	Annual Giving (Y/N) (Does the donor give regularly to the institution?)	College in Fund Name (Y/N) (Donors giving to a particular college at a large university may wish to have the name of the college in the fund name.)	Audit Information (date entered into system/audit stamps. This is the official date when fund becomes part of the university record.)
Historic Information (about donor, cause, etc.)	Fund Restrictions	Recipient Names, ID Numbers, Amount Received	Fund Classification (restricted pooled endowment, separately invested, etc.)
Selection by (dean, financial assistance, president, board, department, etc.)	Recognition (scholarship recognition ceremony, dedication, special attention)		
Income to Principal (Y/N/%)	Fund Administered by: (dean, department chairman, office of financial assistance, etc.)	Accounting Totals: Current principal; Share total; Current income; Projected income; Gift totals this year month by month; Gift totals prior year month by month; Total gifts. Note that total gifts and principal may be different if, for instance, a provision to return a percentage of unexpended income to principal is part of the fund restriction.	Default Clause: "Projected amounts may not reflect actual amounts available." (This default clause will appear on the fund financial summary page.)
Donor ID (individual, estate, foundation, corporation)	Donor Name	Preferred Address	Business Address
Primary Contact ID (because donor and primary contact may be different people)	Primary Contact name	Preferred Address	Seasonal Address
Secondary Contact ID (relative, trustee, executor, agent)	Secondary Contact Name	Preferred Address	Seasonal Address
Report Month	Source (is it an alumnus, friend, corporation, foundation)	Comments Section (to note, for example, there's been a lack of disbursement because no suitable candidate has been identified or the donor redesignated fund purpose, etc.)	Date by which recipient requires thank-you letter
Date when thank-you letter is forwarded to donor	Recipients of Fund (historic); include ID and amount of award.	Total Number of Disbursements	Total Amount Disbursed
Report Priority (A coding system will help you keep track of the appropriate frequency of reporting for each donor or each gift. This is especially important during a campaign)			

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Reporting to Donors

Earlier in this book, the chapter on gift acknowledgments covered many of the issues involved in writing good donor reports. But here are four basic questions to ask as you work on your own.

1. What constitutes a good donor report?
2. How frequently should you send reports?
3. Should all donors receive annual reports?
4. What's the appropriate amount of contact between the donor and the recipient or beneficiary?

The Donor Report Format

The usual fund report consists of three parts:

1. The cover letter, often from the president or head of the institution, generally starts by giving the donor news of the institution—perhaps something about the incoming freshman class or a highlight of campus activities. It also gives an overview of the current status of the specific fund. For a scholarship fund, the letter provides a biographical sketch and academic summary of the student recipient (without infringing in any way on the student's privacy). Usually this information comes directly from the student or the office that awards the scholarships.
2. The financial summary informs the donor about the principal, income, and disbursements. A typical financial summary format is that of a simple balance sheet.
3. The acknowledgment letter takes the form of either a thank-you from the recipient, a progress report, or a status report on the program or project.

A scholarship recipient's thank-you should express gratitude to the donor for his or her foresight and generosity in establishing the fund. The recipient should then go on to tell the donor about his or her current course work, short- or long-term goals, work or volunteer experience, and any special interests. In short, the scholarship recipient should include some of his or her biographical and academic experiences in order to help donors understand they are supporting real people.

A thank-you from a department chair or librarian would most likely take the form of a progress report or even an itemized list of upcoming events, a summary of recent activities, or a list of purchases.

A named professor might already have a formal relationship directly with the donor, or one perhaps through the president or provost of an academic institution. In this case as in all others, the professor's letter or report should acknowledge the donor appropriately by sharing with the donor some of the activities their generosity has made possible. To see examples of all of these reports, see Appendix A.

Step 6: Managing Outmoded Restricted Funds

Administering restricted funds that have become outdated presents a special challenge. Ideally, you or a development officer can go back to the donor to request a change and explain why. But what if the original donor has died? Legally, the donor's family or executors have no right to change the

restrictions unless any of them was one of the original donors.

In extreme cases you might want to consider using legal counsel to change the restriction. For sake of efficiency, start by compiling an inventory of all your campus's outdated funds, together with supporting documentation. This way the senior officers can decide if any of the situations require legal action.

If your institution decides that legal action is appropriate, you then submit a request to your legal counsel to bring a *cy pres* proceeding to change outmoded restrictions, conditions, or terms for funds for which administration has become impossible or impractical. This proceeding will entail a comprehensive review of the original fund establishment documentation and a detailed summary of why your institution is unable to continue to use the fund as the donor intended. In most states, *cy pres* proceedings require the involvement of the attorney general before a judge will release the institution from the restrictions. Very often, if the attorney general consents to the change, the judge will grant the request without further inquiry.

The best way to avoid the need for a *cy pres* proceeding is to include an alternative-use provision in all fund agreements.

Unfortunately, many institutions have not heeded this advice and have numerous restricted funds in their roster that are extremely difficult to use or can no longer be used at all. By incorporating an alternative-use clause in a restricted fund agreement you can assure the donor that the institution will be vigilant in its efforts to meet the donor's original intent; give the institution greater flexibility for continued use of the fund; and minimize the need to bring *cy press* proceedings to change outmoded restrictions. For instance, when a school within a university closes, funds originally designated for purposes within that school may find alternative use within the university in ways that most closely accomplish the donor intent. To see an example of an alternative-use clause, see Appendix A, page 69.

Finally, Five Myths About Named Funds

While you're working with named funds, you'll find that several misperceptions "crop up" again and again. Keeping in mind these myths—and their corresponding realities—will help you stay focused when you're tempted to overlook some of the admittedly demanding aspects of stewarding gifts.

Myth No. 1: Accumulating money in a fund without spending any of it ensures that the money will be available when needed.

Reality: If your institution spends the fund money as intended, the donor is more likely to make more gifts to the account. No donor wants to make gifts that fail to benefit the intended recipients. If you don't use the money, donors may assume that you don't need it.

Myth No. 2: Donors do not mind, nor do they need to be told, if you use the money they've given to one fund for another purpose.

Reality: Donors give to restricted funds for their own reasons. It is a misuse of their money, as well as illegal, to apply it toward another purpose. So, if a department wishes to use fund money for another purpose, it must first gain permission from all the fund's donors.

Myth No. 3: Once a donor has established an endowed restricted fund, the fund restrictions are permanent.
Reality: A donor may change fund restrictions as long as the donor follows your institution's documented policies and procedures.

Myth No. 4: Your institution must adhere to the donor's restrictions even after the donor dies—and even if the restrictions no longer meet your institution's needs.
Reality: Working through the legal system, your institution can petition to have fund restrictions changed to meet current and future needs. However, this is a costly, time-consuming process, and often results in poor public relations for the institution. As the stewardship officer, you should keep a running list of outdated funds and review the list and supporting documentation with appropriate staff before suggesting legal action. If the original restrictions contain an appropriate alternative-use clause, you should be able to avoid legal action altogether.

Myth No. 5: Students are always grateful to receive scholarships, whether for financial assistance or merit, and willingly write letters of appreciation to the donors.
Reality: Developing a program of students as stewards takes patience and tact. Well-meaning as students usually are, they work under a hierarchy of deadlines. Writing thank-you letters, particularly substantive ones that include a biographical sketch and academic and career goals, often falls to the bottom of their list. To help students become good stewards, set realistic deadlines, establish a tickler system, and throw letter-writing parties with incentives like refreshments.

Many Tasks, One Goal

As we noted earlier, you as a stewardship officer wear many hats. You're a fund raiser both in the cultivation and active sense. You're an adviser to your peers. And you have fiduciary oversight as well.

However, your key responsibility is to cultivate and maintain donor loyalty. This is an ongoing challenge, given that many donors are being asked to give more to their dearest causes just as numerous new causes arise. To keep your donors engaged with your campus in the future, it's vital that you report to your donors about your institution's good use of their named funds today.

USING TECHNOLOGY TO SUPPORT STEWARDSHIP

Tammie L. Ruda

In one sense, technology and donor relations seem at odds. After all, computers are for churning out mass mailings and cookie-cutter projects that are quick but coldly impersonal. Stewardship is about cultivating highly personal relationships through custom-tailored recognition of individual philanthropy.

But under the right circumstances, the two can be highly complementary. The key is to put the efficiency of computers to work in making personalization as easy and effective as possible. To do so, be sure you're using technology in every way possible, from storing donor data to giving the whole world a look at what generosity can accomplish.

Databases

According to a study cited in the September 1996 issue of CURRENTS magazine, 72 percent of the average development office's staff turns over within five years. That's just one reason why more campuses are entrusting institutional memory to databases rather than long-time employees. You're probably aware of the many advantages of a centralized database.

1. It lets you share information across departments and among people in the same department. Any staff member who's in contact with a donor or prospect can personalize that contact, even without ever having spoken to or met the person. You can get access to valuable information about a donor's rationale for making a gift, the intended use, and any activity related to the donor, such as the fact that his or her daughter was just accepted for admission. Your endowed fund reports and acknowledgment letters will show donors that your institution knows who they are.

2. It gives you near-boundless opportunities to store personal information that can improve your

planning and programming. (Consider all the ways a database can help you, for example, with events.) You can store information about seating assignments and preferences, food allergies, and even favorite cocktails. You can keep track of guests' names, invitations extended but declined, or seminar selections that may indicate potential giving interests. You can also analyze the reach of your efforts. Do the same people always return to campus for your annual gift club dinner? Do recent graduates respond to the presidential breakfast series you offer?

3. It supports the many different types of reporting that donor relations departments do. You no doubt know that you can generate acknowledgment letters directly from a database. At Brown University, personalized acknowledgment letters reference the transaction type (gift or pledge), amount, and designation(s). For annual fund donors who are volunteers or trustees as well, these letters incorporate special language that acknowledges all the roles they play.

A database can also help with endowed fund reporting. You can create personalized letters and reports through a system that combines the donor and reportee information with the fund's financial statistics and recipients' latest accomplishments.

4. Perhaps most important, a database can help you schedule and track your stewardship efforts. You can establish a calendar for the year, verify that reports have been completed, and even report on your department's productivity. You can also make all of this information available centrally so that solicitors will know when you plan to report to a particular prospect and be able to access past reports without hunting down the paper files.

Personalized Information You Can Print Yourself

Improvements in technology have made personalization much more affordable. Thanks to high-quality laser printers, desktop publishing, and even some sophisticated word-processing programs, it's easy and cheap to create individual certificates for your scholarship recipients, membership cards for recognition society members, and custom event invitations. Just be sure to get the benefit of professional design advice so your materials don't look amateurish.

Keeping up with printing technology will help you see other potential applications. Some vendors now use customer databases to create personalized versions of publications as complex as catalogues. Using data on a consumer's past purchases, stated interests, or other demographic factors, these vendors can adapt a piece's cover image, order of items/pages, and content for greatest appeal. The potential for campaign case statements, donor recognition reports, and even solicitations is obvious. As this book goes to press, these services are probably too expensive for most nonprofits. But the price will begin to drop as technology improves and competition increases, so keep in mind the concept of personalizing larger publications.

The Internet

The number of people with Internet access continues to grow. According to Cyber Dialogue, Inc., a New York-based Internet research firm, 41.5 million people—1 in 5 adults—used the Internet in 1997, and the number is expected to have increased by 23.8 million people in 1998. These facts present abundant new opportunities for you in donor relations.

Electronic Mail

E-mail is a natural way for alumni to correspond with each other, to former faculty, etc., and this helps them to maintain a connection with their alma maters. E-mail is also a natural way to provide information to prospects. Instead of paying to print and mail a quarterly newsletter, you can e-mail news to key prospects as it happens. These quick messages will keep prospects up-to-date and make them feel like campus insiders.

E-mail is also great for bringing students and donors together. Because it's often hard to reach students during traditional business hours, consider e-mailing them to ask for the requisite thank-you notes for scholarships. You may also find that some donors and students want to exchange e-mail addresses to get to know each other and stay in touch.

One caveat: Despite the fact that e-mail is quick and easy, it's also very informal—too informal for many stewardship purposes. Plenty of donors think that unless a thank-you arrives on paper, it's no thank-you at all. The same is true for other types of correspondence. So the decision on when to use e-mail must rest with you, as the stewardship officer, and the prospect manager. In the interest of relationship management, you should make the decision with individual donor preferences in mind.

The World Wide Web

The most obvious application for the Web is to use your development home page to communicate your institutional mission and corresponding fund-raising goals and priorities. Donors who give on an annual basis want to know where their money is going, and the Web allows you to update this information frequently and to go into great detail, including links to other sites. You can also post easy-to-retrieve information about specific giving opportunities, giving options, and tax implications—everything from a short-term challenge grant to an endowed chair. Many schools provide easy but secure ways to give or pledge on line. But many nonprofits have begun to use the Web in even more innovative ways.

Marketing recognition societies. The University of Florida, for example, provides this information on its site (*http://www.uff.ufl.edu/devel/give/GIVE6.HTM*). The straightforward listings spell out benefits and gift levels for the four major donor clubs. In addition, contact information at the end of each club description includes an e-mail link.

Donor recognition. Due to the very public nature of the Web, electronic honors aren't appropriate for all donors. But it can give some exactly the type of exposure they want.

For example, while Gore Hall was being built at the University of Delaware in the mid-1990s, UD used what it dubbed the GoreCam on its Web site to highlight the construction. Anyone, including the donors, could access the site to see a picture of the construction, which was refreshed every three minutes. Accompanying the construction shot was a description of the building's architecture and a tribute to the donors.

Another possibility is virtual plaques. Northwestern University's Marjorie Mitchell Multimedia Center recognizes its benefactor with one such plaque when you enter the site (*www.library.nwu.edu/media/*). As libraries become increasing virtual, accessible by Internet from all over the globe, these electronic plaques seem to be a fitting tribute. The New York Botanical

Take a Look

Browse these World Wide Web sites for ideas you can use at your campus to raise funds and recognize donors.

Ashland University: www.ashland.edu/~alumni/develop.html

Baldwin-Wallace College: www.bw.edu/~bwalumni/development

Bates College: www.bates.edu/alumni/giving

Benedictine College: www.benedictine.edu/devplangiv.html

Brown University: www.brown.edu/Administration/Annual_Fund

California Institute of Technology: www.caltech.edu/~development/gep/gep.html

Colby College: www.colby.edu/the.campaign.for.colby/

Duke University: www.giftrecords.duke.edu

Florida Institute of Technology: www.fit.edu/Alumni/planning.html

Hope College: www.hope.edu/pr/afu.html

John's Hopkins University's alumni page: http://www.jhu.edu/www/alumni/

Mississippi State University: www.ur.msstate.edu/walk_of_honor/

New York Botanical Gardens: www.librisc.nybg.org

Northwestern University's Marjorie Mitchell Multimedia Center: www.library.nwu.edu/media/

Pacific Northwest Ballet: www.pnb.org/friends/

Pomfret School: www.pomfretschool.org/

Punahou School: www.punahou.edu/dev.html

Queen's University, Ontario: www.queensu.ca/alumni/dev/dev.htm

Southwest Missouri State University Foundation: www.foundation.smsu.edu/ and www.alumni.smsu.edu/guestbook.html

University of British Columbia: www.external-affairs.ubc.ca/giving.htm

University of Pennsylvania Library Class of 1943 Memorial Gift: www.library.upenn.edu/friends/reunion/1943/index.html

University of Florida: www.uff.ufl.edu/devel/give/GIVE6.htm

University of South Florida Piers Anthony Collection: www.lib.usf.edu/development/piers.html

University ofDelaware: www.udel.edu/Development/devhp.htm

Volunteer America: www.impactonline.org/about/sponsors

Wake Forest University: www.wfu.edu/alumni/giving

Web sites taken from references in this chapter and from two CURRENTS articles: "Pulling Gifts Into Your Web" (September, 1998) and "Net Profits" (March, 1997).

Please note: These sites were chosen at the time of publication and may change in format over time.

Garden has a less elaborate form of the virtual plaque on its Web site, complete with information about the donors who made the electronic catalog possible (*http://librisc.nybg.org*).

You don't have to limit electronic recognition to donors whose gifts support technology. Some organizations have begun to put their annual donor listings online. Examples come from two engineering departments at major state universities. They both provide an electronic honor roll, most likely because their alumni audience is very Web-friendly. Volunteer Match, a nation-wide, web-based matching service for volunteers and nonprofits, also lists its benefactors online (*www.volunteer_match.org/about/sponsors*).

Other institutions hesitate to make donor information available to the public so easily. It's true, of course, that donors who do not request anonymity expect you to recognize their generosity within the campus community. But they may not be prepared for the broad access the Internet provides, especially since no one can predict how electronically published information will be used. To get around this problem, you could publish donor information on a private site accessible only to your club members—whether they're alumni, students, parents, or volunteers. Or you could even design a special site just for financial supporters, such as ones who give to a particular cause.

Just as you profile donors in your paper publications to honor them, hold them up as role models, and publicize giving opportunities, you can do the same on the Web. The Pacific Northwest Ballet's Web site features a Donor of the Month (*http://www.pnb.org/friends/*) Again, not all donors will want this. But if you have ones who like the spotlight, why not put them in it? You can also grant this type of electronic recognition to donors who leave bequests, showing how

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planned gifts have an impact even after the donor has died.

Don't overlook corporate donors. Not only do they lack the privacy concerns that many individuals feel, but they also stand to benefit from their online affiliation with your institution. Brown University lists its corporate matching gift donors on its Web site, both to thank them and to serve as a resource for others who want to find out if their company will match their gift. For the Alberta Winter Games '98, the organizers not only listed the corporate sponsors but also provided links to their home pages. But this degree of corporate acknowledgment deserves your careful consideration. Linking your site to a corporate home page may imply endorsement that your institution doesn't intend.

Events. With a digital camera or even an instant camera and a scanner, you can take photos at an event and post them on the Web within 15 minutes. People who can't be on-site can nevertheless see what happened from anywhere in the world. Thanks to audio feeds, many athletic events are available on the Web; why not broadcast the keynote address from your recognition event for other donors to hear?

Given the limits of technology—and the fact that not everyone has Internet access or uses it regularly—some of these electronic stewardship ideas may sound impractical. But you can, and should, carry out the four or five most obvious of these ideas right now. Be sure to:

- Post your marketing materials—campaign case statements, recognition society information, and ways of giving.
- Recognize donors who desire wide exposure or who have a strong interest in or affiliation with technology.
- Acknowledge corporations and foundations.
- Post case studies that focus on the beneficiaries of philanthropy, rather than the donors themselves.
- Create password-protected sites that offer exclusive information to specific groups. Such sites take advantage of the Web's strengths as an inexpensive way to publish information broadly without endangering donor privacy.

Videoconferencing

Videoconferencing technology is getting better and becoming more widely available. No longer just for Fortune 500 companies and elite universities, it's something you can use in a rented room at a local copy center or on your personal computer at your desk.

As a stewardship officer, you could use this technology to facilitate a conversation between an endowed scholarship donor in Australia and the beneficiary in Utah. You could let a supporter from California watch a professor's class in Missouri. Or you could give other generous alumni a virtual tour of the building they helped to create and answer their questions as they view the video of the site.

Videoconferencing can also play a role in events. During its capital campaign in early 1995, Brown's president used videoconferencing to send remarks from campus to alumni all over the world and take their questions. In a variation on this theme, if your faculty members cannot come to Tokyo to speak at your regional recognition dinner, why not beam their voices and images there

from Vancouver? You can even send a recording of the event, easily made during the videoconference, to those who were not able to attend.

Technology's Growing Importance

As you consider these dazzling possibilities, it's important not to feel intimidated. If you have little or no experience, there are many, many places to get it. Most campuses offer classes on basic database programs and Web design, primarily because students demand it. Countless books found at bookstores or on-line stores offer examples and advice. You may think you don't know enough to manage a programmer who's going to create your endowed fund reporting system. You do if you know how to do your job efficiently and effectively. Communicate that to a good programmer and you're more than halfway to a good system.

The important thing is to make time for technology. True, the initial time investment often seems high. But go ahead and invest. You need to see this as a long-term strategy. The work you put into creating an events management system, or any other system, will pay for itself as you use it over and over again.

The ideas in this chapter are a mix of current and future opportunities and by no means exhaustive. Just use them as food for thought as you plan your stewardship program and add to your own vision of what can be. They'll remind you that far from making donor relations more mechanical, technology has the potential to take personalization to the next level.

DONOR RECOGNITION SOCIETIES

Tammie L. Ruda

You can use them to spur larger gifts or different kinds of gifts. You can call them something traditional, like the Founders Society, or a bit more unusual, like the Mount Everest Club. You can commemorate them with a token as simple as a bookmark or a tribute as elaborate as a black-tie dinner. However you operate them, donor recognition societies are a time-honored technique for thanking good friends and encouraging them to give even more generously.

Time-honored, yes. Worry-free, no. To fulfill their potential, you must run your donor societies with an eye to everything from gift-level requirements to gift-counting rules. Most important, you must make sure they're set up to accomplish what you mean for them to. Like all stewardship tools, donor recognition societies are worth the trouble only when they're a tight fit with your campus's overall fund-raising goals.

What Donor Societies Can Accomplish

Most such societies complement endowment stewardship, which generally focuses on high-end donors, by recognizing both lower-level donors and ones who didn't earmark their gifts for endowment. These societies also help meet four important objectives.

1. Furthering your institution's specific fund-raising goals. This is the single most important reason for recognition societies. Traditionally, they motivate donors to make larger gifts by giving them a reason, in addition to good feelings, to stretch to a higher level. There are cases, however, in which this is not the main goal—for example, when you use your society to encourage planned gifts. More on this later.

2. Recognizing donors who have stepped up to higher gift levels. Such societies tell donors, "Job well done."

3. Providing an opportunity for exclusivity and prestige. This particular reason, which is closely related to No. 2, is one that I think about a lot in my work with the annual fund. By definition, an annual fund is all-inclusive. We want everyone to give—and we ask everyone to give!

But, you may wonder, where's the glamour in being part of an all-inclusive group? Your wealthier constituents may wonder the same thing. So the natural reaction is to use your recognition societies to set certain groups apart. Not only does alma mater honor their generosity, but their classmates, fellow parents, and other peers can see the evidence of their good works as well.

Bill Harbaugh of the University of Oregon economics department has written a paper titled "What Do Gifts Buy? A Model of Philanthropy and Tithing Based on Prestige and Warm Glow." In it he shows that people give for two reasons. The one I mentioned earlier, warm glow, or the good feelings that people get when they're philanthropic, is what you try to influence when you write the case for support. The other reason, the prestige or social status donors get from being recognized for their philanthropy, is a direct result of your setting up donor societies and printing members' names by club level in the honor roll.

4. Staying abreast of your competition for philanthropic dollars. If another good cause offers your prospects more prestige than you do, you risk losing donations. I've often heard fund raisers say things like, "Well, you only have one high school" or "You only have one undergraduate school" as if their campus has a monopoly on generosity. But even Ivy League universities have to compete with community groups that can and, in some cases, do provide more prestige.

Establishing Your Program

Once you've decided that your institution needs recognition societies, you have to make several specific decisions in order to establish them. These decisions fall into five categories.

1. Gift Levels

This is your single most critical decision. What levels will you have, and how much room will you allow between them? Just as with any other aspect of your donor recognition program, you need to start by understanding and identifying your institution's goals for your recognition societies. Those goals could include:

- *Attracting larger gifts.* It's no coincidence that recognition society levels at most institutions correspond to the gift pyramid. Take a look, for example, at the Harvard Law School Fund's gift pyramid and recognition societies shown in Table 1. The most common fund-raising goal is to strengthen giving at the top of the pyramid so you can increase your institution's total dollars.

  A variation on that goal may be to upgrade donors who are at the top of the pyramid already. Perhaps you have many donors who have been at the $1,000 level for a while. How do you get them to give $1,250, $2,500, or $5,000 instead? The Culinary Institute

of America solves this problem with gift club levels that tie into the institute's budget and therefore increase annually as costs increase. One example is the Hour Club; to qualify for membership, donors give a gift that equals the cost of one hour of instruction.

TABLE 1: HOW THE HARVARD LAW SCHOOL FUND ALIGNS ITS GIFT PYRAMID WITH ITS GIFT CLUBS

Gift Pyramid Levels	Donor Recognition Societies
$25,000+	Dean's Associates
$10,000-$24,999	Christopher Columbus Langdell
$5,000-$9,999	Joseph Story
$2,500-$4,999	Isaac Royall
$1,000-$2,499	Nathan Dane
$500-$999	Edward Austin
$100-$299	Century Club
$1-$99	
Planned Gifts/Bequests	Oliver Wendell Holmes Society

- *Meeting annual or planned gift goals.* Sometimes your objectives may not be exclusively monetary. For example, a planned giving goal may be to maximize the number of individuals who participate in your institution's pooled income fund or include your campus in their wills. An annual giving goal may be to increase the number of alumni and parents who give every year without fail. To meet such goals, membership in your planned or annual giving societies will depend on the fact that donors do give rather than on how much they give.
- *Keeping up with the competition.* A striking example of the importance of this comes from Radcliffe College, which has a contractual relationship with Harvard University for the education of undergraduates. As a result of this coordinate arrangement, both men and women graduate with a degree from Harvard. Under the agreement between the two institutions, undergraduate alumnae and alumni who graduated after 1975 are solicited by both Radcliffe and Harvard.

  So several years ago, when Radcliffe found that its recognition society levels for the annual fund were lower than Harvard's, and that both institutions intended to embark on capital campaigns, Radcliffe had no choice but to raise its levels to match Harvard's. Radcliffe couldn't afford to be seen as affording less recognition than Harvard, not just by those donors who achieved gift club status but by all prospects who saw both institutions' gift levels.

  Admittedly, such extreme overlap is rare. But prospects do pay attention to what your competition is doing because often their business partners, their spouses, their children, or even they have an affiliation with another institution. We at Brown, for example, are not likely to set gift levels lower than Princeton or Dartmouth.

  Of course, campuses aren't your only competition. That's why you must pay equal attention to what area hospitals, the art museum, the zoo, and the symphony are offering in the way of prestige. Take a look at Table 2, the overview of the recognition societies for six different institutions. If you compare the benefits afforded a $1,000 donor to the Vancouver Art Gallery with those at Brown University, you will see two very different approaches to donor recognition.

  Although it's not healthy to organize recognition societies solely on the basis of competition, clearly you cannot ignore it.
- *Involving young alumni.* Usually young college alumni are either attending graduate school or just beginning their careers and still paying off college loans. Recent secondary school graduates are even tougher to engage because they're attending college. But if you don't

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TABLE 2: HOW SIX NONPROFITS' GIFT CLUBS COMPARE

University of Illinois

The Presidents Council
- an outright gift of $15,000+
- a pledge with installments of $1,500+ due annually until $15,000 has been given
- a pledge of $30,000+ through a bequest, trust, or deferred giving instrument

Subgroups
The Consular Circle
- an outright gift of $50,000-$99,999
- a pledge with installments of $5,000+ due annually until $50,000 has been given
- a pledge of $100,000-$199,999 through a deferred giving instrument

The Centuria Circle
- an outright gift of $100,000-$499,999
- a pledge with installments of $10,000+ due annually until $100,000 has been given
- a pledge of $200,000-$499,999 through a deferred gving instrument

The Pentad Circle
- an outright gift of $500,000-$999,999
- a pledge with installments of $50,000+ due annually until $500,000 has been given
- a pledge of $500,000-$999,999 through a deferred giving instrument

The Laureate Circle
- an outright gift of $1,000,000+
- a pledge of $1,000,000+
- a pledge of $1,000,000+ through a deferred giving instrument

Benefits of Membership
- an opportunity to share in the substance and success of the University
- your name entered onto the membership honor roll
- invitations to regional events and gathering of the membership in Chicago and on campus
- reading and loan privileges in the University library system
- a copy of one of the recent works published by the University press
- an engraved Presidents Council certificate embossed with your name and signed by the President

Counting Rules: gifts to all areas of the University are credited, as are matching gifts; credit is given for lifetime giving.

Brown University

Henry Merritt Wriston Associates

Subgroups
Annual Memberships
President's Circle: $100,000+
Chancellor's Council: $25,000-$99,999
Francis Wayland Fellows: $10,000-$24,999
Nicholas Brown Society: $5,000-$9,999
Elisha Andrews Society: $2,500-$4,999
James Manning Fellows: $1,000-$2,499
The Rising Generation:$500-$999 for alumni years five through nine; $250-$999 for alumni years one through four; any gift from a member of the senior class

Lifetime Memberships
University Benefactors:$500,000+
College Hill Society: any bequest, bequest intention, or deferred gift

Benefits of Membership
- an invitation to an annual event
- listing in a publication honoring Brown's most generous donors
- periodic communications from the University

Counting Rules: Giving to all areas of the University are credited, including matching gifts. Gifts from couples are added together to determine membership level. "Lifetime" counting for University Benefactors membership began on 7/1/78.

Northfield Mount Hermon School

Dwight L. Moody Society
Dwight Lyman Moody founded his schools on the ideals of opportunity and service. In the spirit of that tradition, the Dwight L. Moody Society was formed to recognize those who offer exceptional support to the School's values and programs. Like Moody, these donors are dedicated to the Northfield Mount Hermon education, which helps young men and women develop "the head, the heart, and the hand."

Subgroups
Moody Society
Head's Circle: gifts of $10,000+
Maecenas: gifts of $5,000-$9,999
Partner: gifts of $2,500-$4,999
Sponsor: gifts of $1,000-$2,499
Associate: alumni in the 10 most recent classes are eligible with gifts of $100+

Others
The Connecticut River Society: gifts of $500-$999
The Spade and Carillon Society: gifts of $250-$499

Benefits of Membership
Moody Society
- letters of acknowledgment from the Head of School and the Chairman of the Moody Society
- invitation to a black tie dinner
- listing within giving groups in the Annual Report. A special section is included, which recognizes members of the Head's Circle, segmented into those who gave $25,000+ and those who gave $10,000-$24,999. Photos of those members are included.

Others
- listing within giving groups in the Annual Report

Counting Rules: giving on an annual basis to all designations, matching gifts included; spouses qualify through their combined gifts.

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Vancouver Art Gallery

Life Benefactor ($15,000+): All of the Honorary Benefactor benefits and recognition and Lifetime Membership to the VAG.

Honorary Benefactor ($5,000-$14,999): All of the Benefactor benefits and recognition and a one-time opportunity to use the Gallery forecourt, lobby, rotunda, or boardroom for a reception or meeting.

Benefactors ($1,000-$4,999): 20 percent discount in shop on purchase of $10+; free copy of all VAG published exhibition catalogues; private docent tour for you and 10 of your friends, at a mutually agreeable time; invitation to Benefactor's evening; and invitation to select pre-opening receptions.

Honorary Patron ($750-$999): All of the Patron benefits and recognition and gift certificate for one of four art books chosen by the Director.

Patron ($500-$999): Ten guest passes, one-time 20 percent discount in the shop, your name on the Gallery Plaque.

Honorary Supporter ($200-$499): Five guest passes.

Supporter ($100-$199)

Counting Rules: Unknown.

Benefits of Membership
All general membership benefits, plus reciprocal benefits at the Seattle Art Museum and Seattle Asian Art Museum. Acknowledgement in the Annual Report.

Other Notes:
"In acccordance with Revenue Canada Regulations, we must ask you to choose a tax receipt for the full amount of the contribution level OR the benefit package for that level. The donor recognition is valid with either option."

Phoenix Zoo

The Guardians
A prestigious level of membership, ensuring the zoo's future through annual support.

Subgroups
Robert Maytag Circle: $10,000+
Chairman's Circle: $5,000-$9,999
President's Circle: $2,500-$4,999
Director's Circle: $1,000-$2,499
Curator's Club: $300-$999

Benefits of Membership
Donor Recognition in the entrance pavilion and Arizoo Magazine; invitation to the Arizona Zoological Society's annual meeting with voting privileges; invitation to Curator's Night at Zoolights; discounts on Summer Adventure Camp and other favorite education programs; free membership card lamination.

Members of The Guardians may be eligible for behind-the-scenes tours, Guardian ZooLights Preview Dinner, quarterly updates on zoo happenings from the Director, plus two additional Guardian events, Zoofari tickets, private after-hours picnic for up to 10 people with a narrated Safari Train tour, and a private dinner with the Zoo's Executive Director, depending on level of membership.

Counting Rules: Annual Support only.

Michigan State University

Frank S. Kedzie Society: commitments of $1,000,000+ within the donor's lifetime or a qualifying deferred gift of not less than $1.5 million

MSU Benefactors: commitments of $100,000-$999,999 payable over no more than ten years or qualifying deferred gift of not less than $150,000

John A. Hannah Society: commitments of $50,000-$99,999 payable over no more than 10 years or a qualifying deferred gift of not less than $75,000

Beaumont Tower Society: commitments of $25,000-$49,999 payable over no more than 10 years or a qualifying deferred gift of not less than $50,000

President's Club: commitments of $10,000-$24,999 payable over no more than ten years or a qualifying deferred gift of not less than $25,000

President's Club Associates: commitments of $25,000+ payable over no more than five years for individuals who received their undergraduate degrees within the last 15 years

Legacy Society: The Legacy Society recognizes and honors individuals and families who, through their estate plans, have established a planned gift benefiting the university. Those future gifts can take many forms, such as a bequest through a will or trust, life insurance, or one of several charitable life-income plans.

Deans Club and Centurion Club: annual giving clubs

Benefits of Membership:
Presidents Club Associates: a specially designed Presidents Club Associates lapel pin
Presidents Club and Beaumont Tower Society: a distinctive, personalized wall plaque
John A. Hannah Society: a distinctive, personalized wall plaque; donor's name on the recognition wall in MSU's Kellogg Center
MSU Benefactors: a walnut and bronze pylon; donor's name on the recognition wall in MSU's Kellogg Center
Kedzie Society: frequent contact with the president, other university administrators, and senior faculty; a personalized plaque; donor's name on the recognition wall in MSU's Kellogg Center. All of the above members are invited to presidential events and university activities throughout the year. Donors receive early priority mailings for season football tickets and special events.
Deans Club: MSU pocket calendar and decal; acknowledgment of pledge commitment
Centurions Club: MSU decal; acknowledgment of pledge commitment
Counting Rules: Matching gifts are credited toward all membership levels.

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involve them in your programs right after they graduate, you risk losing them for the future.

How can you give recent graduates the same opportunities for prestige as your more senior alumni? The first solution is to prorate membership levels. Northfield Mount Hermon School has lowered the minimum contribution recent graduates must make to qualify for its Moody Society. Alumni who've graduated within the past five years can qualify with a gift of $100. After that the amount increases annually to $150, $200, $300, $400, and up to $500. After the tenth reunion, alumni must give $1,000 to maintain their membership.

Michigan State University does this as well with its President's Club Associates, whose stated purpose is to provide "an opportunity for recent graduates to become involved in their university on a very personal level." Only alumni who've received their undergraduate degrees within the last 15 years are eligible.

The other common solution is to create a completely separate society for young alumni. MIT has a special gift club called the Century Fund for donors in the five most recently graduated classes (undergraduate and graduate) who contribute $100 to $499.

2. The Right Names for Your Society

Donors don't want to walk around stating the amount of their gift; can you imagine anyone saying, "I am in the $2,500 to $4,999 club this year"? That's why you need to provide them with evocative names to equate with each donor society.

Some institutions, such as the Phoenix Zoo and University of Illinois in Table 2, operate overall giving societies that have club levels within them. Other institutions simply have one layer, as the Vancouver Art Gallery and Michigan State do. The bi-level structure lets you group several giving levels and encourage more inclusiveness. On the other hand, a bi-level structure may be more complicated to explain.

The following are examples of how club names tend to fit into one of six categories.

Historical Names and Dates

- Nicholas Brown Society at Brown (named for the earliest donor at the $5,000 level)
- Frank S. Kedzie Society at Michigan State (former president)
- Gertrude Gill Society at Dakota State University in Madison, South Dakota (a form of donor recognition in and of itself, naming a gift society after a large donor)
- Oliver Wendell Holmes Society at Harvard Law School (alumnus and former professor)
- 1878 Societies at The University of Western Ontario (founding year)
- 1869 Society at Stoneleigh-Burnham School (founding year)

Hierarchical

- Chancellor's Society and Vice Chancellor's and Trustees' Society at Sewanee: The University of the South
- Chairman's, Associate Chairman's, Vice President's, Dean's, Associate Dean's, etc., at Providence College
- Curator's Club at the Phoenix Zoo

Architectural or Geographic

- Great Dome Associates at MIT
- The Connecticut River Society at Northfield Mount Hermon School
- The Old Main Club at the University of Arizona

Precious Minerals and Metals

- White Jewel, Amethyst Jewel, Blue Jewel, Red Jewel, Yellow Jewel, Gold, Silver, and Bronze at Shriner's Hospitals
- Platinum, Gold, Silver, and Bronze at Cal Poly Accounting Programs

School Colors and Mascots

- Gold Circle and Blue Circle at Beloit College
- Crimson Associates at Harvard
- The Red and Black Society at Portsmouth Abbey School

Synonymous Society Names

These simply reflect the fact that the individual supports your institution.

- Benefactor, Patron, Friend, and Member at the George Bush Presidential Library
- Life Benefactor, Honorary Benefactor, Benefactor, Honorary Patron, Patron, Honorary Supporter, and Supporter at the Vancouver Art Gallery
- Patron, Benefactor, Supporter, and Friend at Salvation Army Grace Hospital, Ottawa, Ontario

Whatever your naming scheme, the most important thing is to make the relative importance of your levels as obvious as possible to enhance their prestige. This isn't as simple as it sounds. Schemes such as platinum/gold/silver/bronze do this easily, but you may not want to use them at your institution because they do not help to strengthen the donors connection to your institution in the way that aligning him or her with historical, geographical, or even hierarchical schemes can. In addition, they are closely identified with commercial endeavors, such as credit cards and frequent flyer clubs. One problem with architectural or geographic elements or historical figures is that it's hard to indicate how they stack up. Hierarchical schemes raise their own questions: Do trustees rank above or below the president? And then there's the issue of whether you should consider racial and gender inclusiveness if you name your clubs after people—and how to rank those levels if you do.

Whether you use just one of these schemes or a combination of several, you must think about how easy it is for your audience—both donors and their peers—to understand the value of each level just by seeing the names. If the names alone don't get the message across, be sure your marketing strategy reinforces the hierarchy you create.

3. Counting Rules

The issues you'll run into most often involve the counting time period, the source of the gifts, the types of transactions, and the gift designations. Here are some common problems and possible solutions to consider.

TABLE 3. COUNTING-PERIOD PROS AND CONS

Time Period	Pros	Cons
Annual	Gives donors a reason to renew each year Gives donors a reason to consider moving up each year	Takes no account of previous gifts Demands more list maintenance Must be stewarded within one year
Lifetime	Keeps your largest donors close to the institution Recognizes past support for the institution Makes the list easy to maintain because it's a small group	Offers no incentive to give next year or any year after
Fixed-period	Allows you to encourage philanthropy in support of a specific fund-raising campaign (over and above other existing recognition societies) Provides an opportunity to go back for the next campaign	Doesn't take into account pre-campaign gifts Makes donors' membership disappear with the campaign; what is there for them when it's over?

Problem: Should the counting period for society membership be a donor's lifetime, a fixed period (for example, during the course of a campaign or in observance of a special occasion), or a single year?

Possible Solutions: Here's that phrase again: It depends on what you're trying to accomplish. Most recognition societies are based on annual memberships that donors must renew through a new gift each year. However, some institutions, such as Brown and the University of Illinois, offer lifetime memberships. Most, if not all, planned giving recognition societies have lifetime memberships. And institutions like the Stoneleigh-Burnham School have societies with a fixed length, such as the duration of a campaign. What are the pros and cons of each? See table 3, above.

Problem: Can a couple meet the gift level criteria by each giving half, or do they have to qualify as individuals?

Possible Solutions: Many classmates get married. Should they qualify for the $1,000 gift level when they give $500 apiece, or do they each need to give $1,000? Chances are you'd invite both to events in either case. But if the spouse had attended a different institution, your campus's graduate would have to give $1,000 to qualify for your club.

Your decision on how to handle this rests at least in part on whether you believe your alumni would use their combined gifts to get into higher recognition societies or to give your campus a lesser gift and send the rest of their philanthropic dollars elsewhere. Good donor relations dictates that we view gifts from a couple the same way that they view them. For most households, that means considering the couple as a unit, not individuals.

Problem: Should your recognition societies include or exclude matching gifts?

Possible Solutions: Base your decision not only on your goals but also on how many of your

TABLE 4. SHOULD YOU RECOGNIZE PLEDGES OR GIFTS?

Transaction Type	Pros	Cons
Pledges	Recognizes commitments in their entirety that may be paid over a series of years, such as campaign commitments, and corresponds with the way gifts are solicited Can act as an enticement for people to make such commitments Provides immediate recognition	Raises the question of what is the donor's incentive to pay the pledge if the donor can get recognition by simply pledging Doesn't help develop regular, predictable annual support. An individual may pledge $500 per year over five years but end up paying $1,000 in one year and $1,500 two years later Doesn't offer recognition when the donor pays
Gifts	Recognizes donors for monies they have made available to the institution Helps develop regular, predictable, annual support habits	Doesn't count multi-year commitments as a whole Doesn't act as an enticement to make multi-year commitments Doesn't offer recognition when the donor makes the gift commitment

TABLE 5. SHOULD YOU SEPARATE YOUR CLUBS ACCORDING TO GOALS?

Structure	Pros	Cons
Separate recognition societies for annual, capital, and deferred giving	Makes the goals of each clearer Makes it easier to tailor the clubs to each set of goals Provides an incentive to make each type of gift Allows any type of gift to be recognized	Can be confusing to the donor Have to fund and administer separate programs Sets up competition within the institution (between annual and capital officers, for example)
Single recognition society in which all gifts count	Allows donors to choose their own gift designations Straightforward to explain Acknowledges what the outside world sees: that all gifts go to benefit the same institution	Doesn't provide an incentive to make each type of gift Doesn't educate the donor as to the two types of institutional needs—gifts to save and gifts to spend—or publicize planned giving options
Single recognition society with annual and capital requirements	Provides an incentive to make both types of gifts Educates the donor to the comprehensive financial needs of the institution Acknowledges what the outside world sees: that all gifts go to benefit the same institution	Can confuse donors because of the complex rules for qualification For lower-level club donors, may divert monies away from the annual fund

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constituents can actually get their gifts matched. Let's say that large numbers of your alumni work at corporations that offer matching gift programs. If "everyone" is using matching money, then you lower the effective levels of your recognition societies by at least half.

But let's say that the matching gift tradition is not so well entrenched and you'd like to encourage it. Obviously you give your donors an extra incentive to send in their matching gift forms if you let them count their matches toward a gift club.

Problem: Do pledges count, or does it have to be money in the door?
Possible Solutions: Clearly, most annual fund officers would like to answer, "Cash in the door!" But each counting method has pros and cons. See table 4, p. 35.

Problem: Should you have separate clubs for capital gifts, deferred gifts, and annual gifts, or should you combine them?
Possible Solution: Most, if not all, institutions have goals in each category. How can you construct recognition societies to maximize the goals for each of these areas? See table 5, p. 35.

4. Rewarding Donors

Determining benefits may be the most complicated part of a donor recognition program. Many organizations follow the model public television has made popular: Donors receive gifts of increasing value as their own gifts increase. They may receive a coffee mug, an umbrella, or a tote bag. Other institutions offer magazine subscriptions, dinners, athletic tickets, and even campus parking spaces.

But giving something tangible to the donor brings IRS regulations into play. Generally speaking, a donor can claim tax deductions only for the amount of the contribution that exceeds the value of the benefit received. However, you can provide "token items" (such as bookmarks, calendars, mugs, or caps with your campus logo on them) without affecting the amount of their charitable deductions. (For more resources on this topic, see the Standards of Gift Reporting section of the bibliography in Appendix C.)

Special IRS rules apply to athletic ticket benefits. In tax year 1997, donors were only allowed to deduct 80 percent of their contributions when, in return, they received the right to buy tickets to athletic events. You can get the most up-to-date tax information by visiting two helpful World Wide Web sites: *http://www.irs.ustreas.gov* or *http://ftp.irs.ustreas.gov* (Tax Regulations in Plain English).

Providing premiums brings up these additional management issues.

- *You have to deliver what you promise in a timely manner.* From a logistical standpoint, this means maintaining an inventory of items and assigning staff to monitor that inventory and distribute the items as donors earn them. Also, you must remember to factor in the cost of packaging and shipping your premiums at budget time.

  From an accounting standpoint, think of this: Most campuses offer annual memberships based on contributions donors make throughout a fiscal year. Does this mean you wait to send out premiums until the end of the year, when you're certain that

donors won't make any further gifts? Or do you send them out as people qualify, possibly causing an individual to earn more than one premium in any given year?

- *You have to make sure gift receipts or solicitations reflect the quid pro quo nature of the gift.* The IRS gives you the option to report the quid pro quo information to the donor at the time of solicitation or at the time of the gift. If you manage your recognition societies on an annual basis, how do you deal with multiple gift transactions within a single fiscal year? This would make it very difficult to inform donors on the gift receipt. Will you give out premiums for pledges instead? If so, then what is the incentive to pay the pledge?
- *You have to develop new premiums every year to get people to renew their gifts.* They will expect something different each time. So if donors got the $1,000 gift level pen last year, what will you give them this year?

In addition to all these problems, you must select premiums carefully to avoid situations in which donors give at lower levels to get the premiums they want. In other words, be sure you don't put the best ones at the bottom levels.

And don't forget the biggest danger of all. An elaborate program of premiums raises the risk that the fun of getting pens and tote bags will overshadow the value of giving in your donors' minds. Craft your marketing program carefully so that your institution's needs and the good of education are always the foremost motivator.

While you're contemplating all these issues, remember that there are other forms of recognition that don't bring as many accounting headaches. Examples include publishing gift club membership listings in an honor roll, adding donor names to plaques on campus, putting society members on mailing lists for existing publications, providing contact with the institution's senior administration, and inviting members to serve on a special advisory board. Options that strengthen the relationship between donor and cause are most desirable, as they will help with future fund-raising efforts.

How do you choose what will be most appropriate or meaningful for your donors? The most obvious answer is to survey them—both current givers and strong prospects. Develop a preliminary list and then ask them to evaluate the options: Would they rather be invited to a large dinner on campus or receive a book written by a professor? Would they rather receive the professor's book or have their names listed in an annual recognition publication mailed to all alumni?

Above all, make sure your donor benefits have a strong tie to your institution. They should be items or experiences that only you can provide—books or music written or performed by faculty and students, insignia merchandise, dinner with your president, even a members-only listserv. Consider recognition options that identify the donor as a supporter of your institution, such as items they can wear, place on a desk, or carry in public view (such as key chains, tote bags, and water bottles). These serve two purposes: recognition for the donor and publicity for your campus.

Although it would certainly make managing your program more complex, you may want to consider providing donors with some choices. With options at each gift level, you improve your chances that prospects will give the largest gifts they can rather than giving to get a specific item. It will also give donors more of a sense of personal connection because you've customized the gift to their tastes. And you may get some clues about donor interests.

5. Marketing Your Gift Clubs

That popular phrase "If you build it, they will come" is probably not as true for recognition societies as you'd like. Building them well is certainly important, but you can't stop there. How are you going to market these recognition societies so your donors will want to belong? On a more basic level, how are you going to let your constituents know the societies even exist? Consider the following ideas:

- Publish your gift listings sorted by recognition society level, and send them to people who did not qualify.
- Refer to people's recognition society membership in other publications, such as your newsletters and alumni magazine.
- Highlight recognition society activities in your newsletters and alumni magazine.
- Print recognition society levels on all direct mail remittance pieces and personal solicitation pledge forms.
- Talk about recognition societies in direct mail letters and brochures.
- Have your phonathon callers talk to prospects about the recognition societies.
- Report end-of-the-year statistics that include the number of members in recognition societies.
- Hold special events within events for club members. For example, invite everyone to the cocktail party but only some people to dinner.
- Provide your solicitors with recognition society brochures they can leave with prospects.
- Put your recognition societies up on the World Wide Web.

Making the Ideal Real

By the time you've gotten to this point, you've read about everything from what a donor recognition society can accomplish to how to manage and market premiums that suit your campus. What you haven't learned is the ideal gift club structure, one that would work at any institution. There's a reason for that: There is no ideal structure. Instead, there are key elements and questions that you need to address yourself, whether you're creating a program or considering how to improve it. And so we end where we began. All those elements and questions should send you back to your fund-raising goals. They're your strongest foundation for recognition societies that work well for both your donors and your campus.

SPECIAL EVENTS FOR SPECIAL PEOPLE

Sherry Noden

Congratulations! You have just been named the new stewardship director for the University of Southern North Dakota at Hoople.

As you are aware, Hoople is best known for preserving the cultural heritage of P.D.Q. Bach[1] (1807-1742?), the last and certainly the oddest of J.S. Bach's 20-odd children. Hoople uses music as the focal point for many development activities, including the naming of its major giving societies. These are the Crescendo Associates, which consist of four levels:

- the Symphony Society (gifts of $1 million and above),
- the Concerto Society (gifts of $100,000-$999,999),
- the Sonata Society (gifts of $10,000-$99,999), and
- the Prelude Society (gifts of $1,000-$9,999).

And oh yes, in honor of one of P.D.Q Bach's most beloved works, there's also the Toot Suite Society (gifts of spare change).

One thing that's especially important at Hoople is the role of special events in stewardship. The primary purpose of recognition events, unlike fund raisers or cultivation events, is to offer thanks to individuals who have already made gifts to the campus. The location and theme of the event, the way you put together the guest list, the many details that make the occasion both smooth and special—all are designed to express appreciation to an important audience, and all deserve your closest attention.

[1] Professor Peter Schickele, creator of the character P.D.Q. Bach, has graciously given his permission to CASE to use the P.D.Q. Bach musical parody format for this hypothetical fund raiser.

Matching Event to Audience

First, a word about an important initial step before you ever put plan to paper: Consult the best reference materials possible on proper etiquette. For example, Letitia Baldrige's *New Complete Guide to Executive Manners* is an excellent resource for invitation and reply card language, proper addressing of individuals, seating protocol, etc. Another must-have reference is the new book *Etiquette and Protocol*, by April Harris, available through CASE Books.

Once you have your etiquette books at hand, you'll find that when planning an occasion to recognize donors, you generally begin with one of two premises:

1. A pre-defined audience, for which you conceive and plan the event to meet goals for a specific group, such as members of the Toot Suite Society or donors to a concert hall.
2. Or a pre-existing or one-time event opportunity, for which you include members of a group because an occasion fits their interests and can accommodate extra guests.

A third type of event—not specifically designed to recognize donors but useful to keep donors involved—is an existing campus function, particularly one for which tickets are difficult to obtain. Selected individuals receive tickets to such events from their assigned prospect or donor managers. Examples include a lecture series with world-renowned speakers for which good seats are available only to season subscribers, a one-time campus appearance by a celebrity or dignitary, or a student concert. At Hoople, for some inexplicable reason, the most prized tickets are for events with no music by P.D.Q. Bach.

Planning an Event for a Predefined Audience

The steps to planning a special event to recognize donors fall into three basic categories: preliminary planning, conceptualizing, and executing. The Events Checklist on page 48 details the approximate timing for these steps.

Stage 1: Preliminary planning

When you're putting together a function to recognize a particular donor society or a group of donors to a project, it's important to think through the following:

1. Goals and objectives against which you'll measure your success. Identify these before you make plans about, for example, the number of participants; the quality of participants, food, service, and program; the message you want the audience to get; and the satisfaction of your institution's officials' aspirations for the event.

2. What your campus did before. Research the historical information. What worked particularly well? Why?

3. Likely constraints. What limits do you face with location, date, and audience? Is the date locked in? Does budget dictate the quality of the location? Is the target audience more likely to come to one location over another?

4. Budget. Know the resources available before you come up with a concept for the function.

5. Key messages. Other than the obvious thank-you for donors, are there other messages your institution wishes to convey?

6. Size of audience. Based on your review of past events like this one, approximate the yield you'll get from the number of invitations you'll mail. Hoople's acceptance rates vary from 10 to 50 percent, depending on the draw of the location and entertainment. You can count on a 20- to 30-percent no-show rate from those who accepted the invitation as well.

7. What similar institutions have done for similar audiences. Because donors tend to be in demand with several charities, it's smart to keep a file on what your peer campuses and other causes in your area are planning. In addition, an electronic resource such as the Stewardshiplist listserv is an excellent way to get ideas from other institutions as well as to evaluate the potential for success or failure. To join this listserv, send a message to *Majordomo@mail.smu.edu* that reads "subscribe stewardshiplist <your email address>."

Stage 2: Conceptualizing your event

Once you've assembled and evaluated your background information, it's time to put the plan to paper.

1. Assemble a planning and production team and assign responsibilities to each member. Including several creative individuals can keep you from repeating what you did last year. For example, a good script writer can be invaluable.
2. Examine existing event opportunities on which to build. Perhaps you can sponsor a pre-concert reception or dinner; post-concert dinner or dessert; or pre-game barbecue.
3. Agree on the event concept.
4. Check on the availability of locations.
5. Contact key participants and secure the date on their calendars.
6. Put the date on the institutional calendar.
7. Prepare a timeline (see the timeline for An Evening with P.D.Q. Bach on page 49).
8. Determine whether you need or want printed programs.
9. Determine whether you'll have plaques or special gifts at the event.

Stage 3: Carrying out your plan

At this point, if you've done your homework thoroughly, you're simply building on the groundwork you've already laid—which is not to say there isn't plenty to do.

1. Create the guest list file from which you'll prepare save-the-date letters and invitations.
2. Reserve the location.
3. Contact and reserve the vendors (including the caterer, valet parkers, rental companies, production companies, photographer, musicians, and entertainers). Obtain necessary permits and consult your legal office when signing contracts.
4. If time permits, send save-the-date letters or post cards three months in advance.
5. Develop the invitation copy and begin design and production.
6. Develop printed program copy and begin design and production.
7. Mail the invitations. Consider choosing handsome fonts for addresses and real postage stamps instead of metered mail.
8. Notify your public relations office to develop a media plan including news releases, press conferences, and additions of media representatives to the guest list.

9. Develop an event production schedule with exact times for executing each component of the event. (For a sample of how this can work, see the Production Schedule for An Evening with P.D.Q. Bach on page 50.)
10. Write a script or provide key talking points to key participants.
11. Recruit staff for event; assign individual staff members to each dignitary or participant with major role.
12. Receive and record replies.
13. Prepare name tags and place cards when appropriate.
14. Brief key participants on the flow of the event and their roles.
15. On Event Day, oversee set-up; perform thorough systems checks at least twice, including once shortly before guests arrive; review specific duties with staff; and review the assignment with your photographer. Be sure to have walkie-talkies or cell phones on hand to coordinate multiple locations and to monitor timing of event.

Working from a Pre-Existing Event

Often you can piggyback a donor recognition event on an occasion some other campus office has already planned. In that case, the other office will probably take care of many of the steps listed above. But you still need to pay close attention to three issues that are vital to your event.

1. Ongoing coordination and communication with the staff that's making the overall event plans. There's no substitute for watching the details yourself; even if someone else planned most of the event, your campus and you will look bad if it goes awry.
2. A well-developed guest list. As always, you must analyze the event and determine the audiences that would benefit most from it.
3. Appropriate goals and objectives. You still need to spell out what you're trying to accomplish so you can measure your success.

Further Issues and Answers

As if setting goals and monitoring guest lists weren't enough to do, you also face a variety of other event considerations. These range from keeping on the good side of the IRS to dealing with your database to making sure your guests actually enjoy themselves.

The Role of Exclusivity

Keep in mind that the more exclusive an event, the greater the attendance. So if one of your event's objectives is to draw as many donors as possible, consider the appeal of the following.

1. Location: Choose one that's new or not generally accessible to the public, such as the home of a board member or another influential individual.
2. Celebrity: A visiting dignitary or another famous person offers a marvelous opportunity for a donor event. An exclusive breakfast, lunch, or dinner with such individuals or a private reception with them will usually be well attended and enjoyable.
3. Private showing or concert: A collection that hasn't yet opened to the public or a premiere performance often results in solid attendance.

Events and Tax Deductibility

Donor recognition events may or may not be subject to IRS guidelines. Many of the gray areas of tax deductibility have to do with the question of whether donors gave something to your campus because they expected to get something back—such as a fancy annual dinner or free event tickets. Such a quid pro quo—even if it's only implied—reduces deductibility.

In addition to your campus lawyer, you should consult the following three resources when determining whether a quid pro quo is involved for your event:

- Omnibus Budget Reconciliation Act of 1993 and Internal Revenue Code 170(f)(8)
- Internal Revenue Service Publication 1771, "Charitable Contributions-Substantiation and Disclosure Requirements"
- Treasury Decision 8690, with final regulations clarifying 1771.

CASE also has a book called *Questions and Answers on Gift Substantiation and Quid Pro Quo Disclosure Statement Requirements for Private Schools* that explores this issue. (Although this book was designed for independent schools, it applies to any institution or organization that accepts charitable contributions. See the bibliography of resources for how to obtain this book.)

Though you should get the full story from official resources, here's a quick overview of the most important issues affecting deductibility.

When benefits are promised at the time of solicitation, the deductibility of the donor's gift must be reduced by the event's fair-market value if it exceeds 2 percent of the gift or $71, whichever is less (IRS 1998 figure). The only exception is when the donor declines the event and any other "benefits" given.

Generally, the fair-market value is what the guest might expect to pay for a similar event. For example, you would estimate the value of a dinner according to the tab at a restaurant serving a similar meal, and you'd calculate the value of a concert by the cost of a ticket to a similar musical show.

When no benefit is promised at the time of solicitation, there is no *quid pro quo* unless you've established a pattern of events that leads the donor to expect an invitation. If the donor expects to be invited to such an event, your event is subject to the IRS regulations.

To Charge or Not to Charge

After you evaluate your audience and records from past events, your institution needs to set a policy about whether to charge for tickets to recognition benefits. There are advantages and disadvantages to each.

Paid admission: By asking donors to pay for tickets to a recognition event, you negate the IRS issue. Additionally, many institutions feel that donors do not want charities to spend a portion of their gifts to thank them.

Free admission: Many institutions strongly believe that they should not make donors pay for the opportunity to be thanked. You can see how it could be awkward to ask million-dollar donors to buy $100 banquet tickets so your institution can publicly thank them. In addition, many planners think that by charging a fee you will drive attendance down.

What's the solution? Generally, your event production team can make a decision on whether

or not to change admission based on the event revenue, audience, and exclusivity of the event.

When Donors Pick Up the Tab

Occasionally a very generous donor will offer to host an event and pay all expenses. In a case like this, your institution should offer to make all arrangements and pay for the expenses as they're incurred. Then, once the event is over and you know what everything cost, the donor may reimburse your campus by check. This allows the donor to get a single receipt, showing an actual dollar amount, to document a charitable contribution.

To Head Table or Not to Head Table

A head table (or dais) is very formal and ceremonial, best suited for recognizing award recipients or honorees such as key donors to a building at a ground breaking or dedication ceremony. Beyond such occasions, head tables have so many disadvantages that they're going out of style. After all, if your objective were to recognize members of a donor society, you usually wouldn't single out a few special honorees. A head table is awkward for those who sit at it as well as those who are staring at the honored guests from the audience. What's more, most individuals think that when they're seated at the table farthest from the dais, they are considered less important.

A much better solution is uniform seating tables, such as rounds with table hosts assigned to each. Generally, the table at the center of the room is for the speakers and hosts. That way, because all the other tables surround it, you have a room full of "good" seats and you encourage interaction among all the guests.

Reducing the Burden on Leadership-Level Donors

Everyone wants top-level donors at their events. After all, they're usually members of several campus boards and very influential in their communities. But between recognition events, campus lectures and dinners, concerts, and committee- and board-related functions, they receive invitations to dozens of events each year. They have no choice but to decline most of them.

That's why you as a donor relations officer should strongly encourage limiting the frequency with which these individuals wind up on invitation lists. The result will be a higher acceptance rate for stewardship events.

Drawing the People You Mean to Draw

When your campus offers an event with very exclusive opportunities, it's not uncommon for invitees who cannot attend to give their invitations to a friend, colleague, or family member. But the primary purpose of recognition events is to thank donors, not their friends. So if you think an event will be popular but you prefer not to entertain non-donors, print instructions at the bottom of the invitation that say "Invitation not transferable" or "This invitation is for your personal use only."

Involving Campus VIPs

Always include vice presidents and deans on recognition event guest lists, especially because these individuals are often closest to high-level donors. When appropriate, also include representatives of

the faculty and student body. The opportunity to mingle with beneficiaries of the donor's generosity has a great impact.

Putting Database Software to Work for You

Many institutions use and like the software packages designed specifically for maintaining event data. Some use existing database applications to keep such data, maintain replies, print name tags, etc. Still others have central databases with event-management components.

Whatever vendor software you use, make sure there's an interface with the central database. You can then download current addresses and spousal information from the primary database and upload tracking steps to your prospect management applications.

Putting the Fun Back in Fund-Raising Events

Even after you've analyzed past events and found out which are most successful, you may sense growing boredom among donors and even your campus officials. This is a good time to start looking at more adventurous ideas.

Start by finding out what other institutions are doing. Again, the Stewardshiplist listserv makes it easy to conduct such research—after all, most "new" ideas have in reality been tried before. If you can't or don't want to use a listserv, try phone calls, visits, or letters to other institutions. Or contact the Information Center at CASE at (202)478-5642 or *library@case.org*.

Also consider a survey of your guests. Find a way to poll a small group of donors to see what they like and do not like, what type of event they prefer, and whether a particular type of event you're considering would be well received. An alternative means of surveying is a focus group. Assemble a small group of donors and other campus representatives to discuss event concepts.

It's Almost Show Time!

You now know the steps to planning a donor recognition event. So your first event assignment is to offer a special performance of P.D.Q. Bach's "Abduction of Figaro" (excerpts only) and very random other works by the infamous composer. In just three months, this concert will recognize members of the Crescendo Associates. To help you out some more, the examples in the rest of this chapter give you two versions of the invitation (one traditional, the other fun) plus an event checklist, timeline, and production schedule.

It's a lot of work—but it can be fun! And if you have fun, your donors will, too.

Example 1

A TYPICAL FORMAL INVITATION

President and Mrs. J.V. Halls
cordially invite you to
An Evening with P.D.Q. Bach
with the Hoople Chamber Maids
honoring

The Crescendo Associates

Tuesday, September 22, 1998
•Drinks and hors d'oeuvres at 6 o'clock
•Performance at 7 o'clock
•Dessert at 8 o'clock
Bugroyt Concert Hall

Reply Card Enclosed Valet Parking on Hoople Street

Example 2

AN INVITATION THAT'S MORE FUN THAN FORMAL

An evening filled with Laughter

Enjoy an evening of music with the world's most neglected composer. Make plans to attend "An evening with P.D.Q Bach."

In 1954 Professor Peter Schickele, rummaging around a bavarian castle in search of rare musical gemes, happened instead upon the original manuscript of a Santa Cantata by one P.D.Q. Bach being employed as a strainer in the caretaker's percolator.

Prof. Schickele has since discovered more than four score of P.D.Q. Bach scores, each one more jaw-dropping than the last, each one another brick in the wall that wil someday seal the doom of Musical Culture.

Fill up on laughs with P.D.Q. Bach, but save room for dessert! President and Mrs. I.V. Halls cordially invite Hoople's Crescendo Associates to be their guests for an evening with P.D.Q. Bach on Tuesday, September 22,1998.

7 p.m. Buffet reception in Foyer
8 p.m. The Abduction of Figaro in the Parking Garage
8:05 p.m. Dessert in the Ballroom

Invitation admits two. Valet parking on Hoople Street.
Reply by September 4. For more information, please call 555-555-5555 ext. 555

Save room for Dessert

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Example 3

EVENTS CHECKLIST

AN EVENING WITH P.D.Q. BACH
Tuesday, September 22, 1998

3 Months in Advance

Begin preliminary planning of event concept
Identify audiences and develop the guest list
Develop event timeline
Send save-the-date letters
Assemble production team (if needed)
Select event location and make reservations
Put date on campus calendar
Draft plaque language (if permanent plaque is to be in place at event)
Verify plaque language with individuals recognized
Contact key participants to get date on calendars

2 Months in Advance

Finalize event concept
Contact and reserve caterer and rental companies
Begin invitation design and production
Develop printed program copy
Develop event timeline

1 Month in Advance

Update guest list, if needed, prior to mailing invitations
Mail invitations (earlier if no save-the-date letter was sent)
Begin scripting speakers
Have program printed
Arrange for photographer
Arrange for security guards and parking
Hire production company when needed and arrange for audio-visual equipment
Reserve entertainment
Select menu
Draft production schedule

2 Weeks in Advance

Recruit individuals as needed for staffing of event (greeting, table hosts, etc.)
Finalize production schedule for event
Provide key participants with production schedule and timeline

1 Week in Advance

RSVP date
Make table and/or seat assignments
Prepare name tags and placecards
Make follow-up phone calls to those who did not RSVP if acceptance rate is low
Make staff assignments for event day for those recruited a week earlier

3 Days in Advance

Call in guarantee to catering
Brief key participants; provide speaking points

Day of Event

Walk through event site with caterer
Walk through with staff and review duties
Review photo assignment with photographer

Example 4

EVENT TIMELINE

AN EVENING WITH P.D.Q. BACH

Tuesday, September 22, 1998

Date	Step	Staff	Status
6/22/98	Assemble production team		
6/23/98	Meet to discuss event planning	Event team	
6/23/98	Staff assignments made for production of event		
6/23/98	Develop guest list database		
7/1/98	Mail save-the-date letters		
7/1/98	Reserve Buyroyt Concert Hall		
7/1/98	Put date on Hoople calendar		
7/3/98	Draft invitation language for review by team/president		
7/31/98	Arrange for photographer		
7/31/98	Begin menu and set-up planning with caterer; arrange for security guards and valet parking		
7/31/98	Finalize invitation copy; invitation, and response card to printer		
8/3/98	Coordinate with Music Division on finalizing concert lineup for program		
8/3/98	Draft program copy		
8/3/98	Finalize event concept	Event team	
8/7/98	Finalize guest list		
8/14/98	Invitations addressed and mailed		
8/14/98	Production schedule drafted		
8/22/98	Hire photographer		
9/1/98	Begin scripting of speakers		
9/1/98	Finalize menu and set-up		
9/8/98	Finalize program copy; arrange for printing of program		
9/8/98	Recruit staff to greet guests, serve as hosts, etc.; brief staff on assignments		
9/15/98	RSVP deadline		
9/17/98	Begin follow-up calls to invitees who did not respond		
9/17/98	Finalize production schedule		
9/17/98	Brief President Halls, Vice President Jones, and Dean Brown		
9/17/98	Guest list to catering for name tag production		
9/18/98	Guarantee to catering		
9/22/98	Be prepared for rain—have umbrellas on hand for escorting guests into building		
9/22/98	Review photo assignment with photographer		
9/22/98	Walk-through of event site; do systems check with Music Division		
9/22/98	Walk-through with staff; review responsibilities		

Example 5

PRODUCTION SCHEDULE

AN EVENING WITH P.D.Q. BACH
Tuesday, September 22, 1998

Time:	6-10 p.m.
Location:	Buyroyt Concert Hall, University of Southern North Dakota at Hoople
Set-up:	Reception (foyer)
	Skirted nametag table at east entrance
	Podium with microphone on Buyroyt stage—stage right
	Serpentine buffet and 10 round tables in foyer for dessert reception (do set-up during concert)
Parking:	Valet parking and self parking on Hoople Street; handicapped parking in front of Buyroyt Hall; wheelchair entrance through library
Event Team:	Bob, Betty, Becky, Bill, and Biff

TIME/ACTUAL	Activity/Function	Time/Execution (in minutes)
5:30 p.m.	Event staff assumes stations (see Staff Responsibilities)	Duration of event
5:30 p.m.	Security officers and valet parkers assume positions on Hoople Street	Duration of event
5:30 p.m.	Final event systems check	05:00
6 p.m.	Guests begin to arrive at east entrance to Concert Hall	60:00
6 p.m.	Guests are greeted at the entrance, provided with a name tag, and escorted through the receiving line on the west side of the foyer. As guests exit the receiving line, they are invited to view the museum collection	60:00
6 p.m.	Canapes, white wine, and sparkling water are butlered in the foyer	45:00
6:45 p.m.	Chime alerts guests to proceed to Buyroyt Hall	15:00
7 p.m.	Mr. Jones (VP for development) will proceed to the podium on stage and accomplish the following: • Welcome and greet the audience • Recognize specific giving societies • Introduce special guests • Invite Dr. Halls to speak	04:00
7:04 p.m.	Dr. Halls will proceed to the podium and accomplish the following: • Remark on the occasion and its significance • Introduce trustees in audience • Talk about his plans for the university • Introduce Dean Brown	08:00
7:12 p.m.	Dean Brown will proceed to the podium and accomplish the following: • Welcome guests to Hoople • Introduce Maestro Johnson	02:00
7:14 p.m.	Maestro Johnson proceeds to the orchestra stand and begins the performance	60:00
8:14 p.m.	Guests are greeted as they exit Buyroyt; dessert, champagne, and coffee are served in the foyer	90:00
8:45 p.m.	Guests are thanked for coming as they leave the building	30:00

Appendix

A

SAMPLE DONOR RELATIONS DOCUMENTS

IRS Regulations and Vassar College Policies Relating to Gifts-in-Kind
(as of August, 1997)

This document should serve as a guideline for any department, program, or office considering, receiving, acknowledging, and/or tracking the use and/or eventual sale of any gifts-in-kind.

Gifts-in-kind may include, but are not limited to, works of art, scientific equipment, books, serials, manuscripts, records, and personal papers (e.g. scrapbooks, correspondence, photographs, diaries.) If the gift-in-kind under consideration is real estate, you must consult the Director of Gift Planning. Procedures regarding gifts of real estate are not handled in this document. If the gift in question is scientific equipment or related to classroom instruction, please contact the Dean's office. Any prospective gifts of art must be cleared with the Director of the Frances Lehman Loeb Art Center.

There are a few "givens" to keep in mind:

- Before a department, program, or office decides to accept a gift-in-kind, thought needs to be given to its use value. Other considerations that may be appropriate include determining future cost to the institution, be it maintenance, preservation, or special facility needs to maintain or properly use the gift. If extra cost is involved and not normally a part of the department's operating budget, a conversation should take place between the Controller and a representative of the department before the gift-in-kind can be accepted by the College.
- Gifts-in-kind must have a deed of gift form filled out by the College and returned to the donor. The exception is for gifts-in-kind donated to the Vassar College Libraries. It is left to the discretion of the principal staff at the Library to determine which of the hundreds of books and other materials received annually are formally recorded on the deed of gift form. The criteria used for those decisions relates to monetary value or need to complete in-house collections.

  Deed of gift forms can be obtained from The Frances Lehman Loeb Art Center (Registrar for works of art), Vassar College Libraries (Head Acquisitions Librarian, for gifts-in-kind to the libraries), the Dean's Office (Director of Academic Planning and Program Support, for scientific equipment or resources related to classroom instruction), and the Development Office (Assistant Director of Donor Relations for gifts-in-kind to any other department in the college.) Attached is a sample deed of gift form.
- Though the Internal Revenue Service only requires a "qualified appraisal" for gifts of art valued at $20,000 or more, the College would like a copy of an appraisal for any gift-in-kind valued at $5,000 or more and the College must sign the 8283 form (Controller handles this.) A copy of IRS appraisal rules and Form 8283 may be obtained from the Office of Donor Relations in the Development Office.
- Vassar College staff are not qualified to act as appraisers for gift valuation purposes. To do so would, in any circumstance, be considered a conflict of interest. The College cannot perform that function. Furthermore, the College generally does not recommend appraisers to potential donors. However, the offices of the Frances Lehman Loeb Art Center and the Vassar College Libraries will, upon request, provide a list of names of qualified appraisers. In the case of new scientific equipment, current market value is sufficient for the College record.
- It is a Development Office policy that if the gift-in-kind needs to be considered for class credit, the donor must submit a copy of the required appraisal to the Gift Specialists in the Development Office. If the gift is valued at less than $5,000, the donor must submit his/her own written estimate of value.

From the Vassar College Department of Donor Relations, August 1997
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I. If the gift-in-kind is valued at $500 or less:

A. The individual department, program, or office accepting the gift-in-kind on behalf of Vassar College sends a deed of gift that includes the name of the donor, donor's address, date of receipt, and specific description of the gift to the donor.

B. A copy of the deed of gift is sent for gift account identification to the Senior Accounting Assistant who will notify the Gift Specialists for recording. The Gift Specialists will then notify the Assistant Director of Donor Relations who will arrange for a presidential letter of acknowledgment and forward a copy of the deed of gift to the donor's file.

C. The donor keeps his or her own records for IRS purposes.

II. If the gift-in-kind is valued greater than $500 but less than $5,000:

A. If the donor wants to take a charitable deduction for his/her gift, the donor must file an IRS Form 8283, "Noncash Charitable Contributions," by completing Section A. This form includes information on when and how the donor acquired the gift-in-kind. A copy of Form 8283 is attached for your information. Vassar's Office of Donor Relations has copies. Copies are also available on the IRS' Web site at www.irs.ustreas.gov.

B. The department, program, or office that signs for the gift-in-kind is responsible for sending a deed of gift that includes the name of the donor, donor's address, date of receipt, and specific description of the gift, to the donor. The department, program, or office should keep a copy of this deed, alert internal staff of its existence and send a copy for gift account identification to the Senior Accounting Assistant, who in turn will notify the Gift Specialists for recording. The Gift Specialists will then inform the Assistant Director of Donor Relations who will arrange for a presidential letter of acknowledgment and forward a copy of the deed of gift to the donor's file.

C. Vassar will keep gifts-in-kind within this valued range for at least four years before selling.

III. If the gift-in-kind is valued at more than $5,000: IRS Regulations

A. The IRS requires the donor to secure a "qualified appraisal," at his/her expense (no earlier than 60 days prior to making the gift, as late as the day before the tax return on which the gift is reported.) If the donor itemizes his/her deduction, the cost of the appraisal is deductible as a "miscellaneous itemized deduction."

B. The donor may submit the appraisal with Form 8283 to the office accepting the gift. This office then secures the signature of the Controller and sends a completed deed of gift (includes the name of the donor, the donor's address, date of receipt, and specific description of the gift) to the donor. If the Controller is not available for signing the 8283 form on a given day, the Vice President, Treasurer, or Chief Financial Officer may be contacted.

Copies of the deed of gift, the appraisal (if appropriate), and Form 8283 are then made for the files of the office receiving the gift-in-kind. A second set must be forwarded for gift account identification to the Senior Accounting Assistant who will notify the Gift Specialists for recording. The Gift Specialists will then inform the Assistant Director of Donor Relations who will arrange for a presidential letter of acknowledgment and forward a copy of the deed of gift to the donor's file.

The original signed document and appraisal are then returned to the donor by the office receiving the gift in kind.

C. Vassar must keep a gift-in-kind valued in this range for at least four years in order for the donor to receive a tax deduction.

If you need further clarification or assistance, please contact the Assistant Director of Donor Relations.

Enclosures
Current 8283 form
Deed of Gift Form

From the Vassar College Department of Donor Relations, August 1997
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DEED OF GIFT

I/We, _____ hereby irrevocably and unconditionally give, transfer, and assign to Vassar College, a New York education corporation, for use by Vassar College all right, title and interest in the object(s) listed below. I/We understand that from henceforth the object(s) will be under the College's sole direction and control. I/We hereby also give, transfer, and assign to Vassar College any and all copyright interest which I/We may own in such object(s).

I/We certify that I/We am/are the true, rightful, and legal owner(s) of such objects and that I/We am/are not violating any domestic or foreign laws regarding the transfer of such object(s).

OBJECT	DESCRIPTION	*APPRAISED VALUE

Signature of Donor(s) _____
Address _____
Date _____

I/We have enclosed/will send to Vassar College, Poughkeepsie, New York, 12601, a special appraisal, described below, for the object(s) listed above.

I/We would like the credit line in any exhibition or publication acknowledging this gift to read as follows:

_____

*Appraisals
Gifts to Vassar College are tax deductible. The IRS requires donors to submit Form 8283 for gifts of property valued at more than $500 (single or in the aggregate) for which a charitable deduction is sought. The cost of an appraisal may be tax deductible. For further information, please contact the Office of Donor Relations in the Development Office, Vassar College, Box 14, Poughkeepsie, New York 12601, 914/437-5515.

By Vassar's accepting this appraisal, we are in no way attesting to its accuracy as defined by the IRS.

Any additional documentary information you might have (provenance, etc.) on the object(s) donated would be greatly appreciated.

Accepted by Vassar College: By _____
Office _____
Date _____

From the Vassar College Department of Donor Relations, August 1997
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Form **8283** (Rev. October 1998)

Department of the Treasury
Internal Revenue Service

Name(s) shown on your income tax return

Noncash Charitable Contributions

▶ **Attach to your tax return if you claimed a total deduction of over $500 for all contributed property.**

▶ **See separate instructions.**

OMB No. 1545-0908

Attachment Sequence No. **55**

Identifying number

Note: *Figure the amount of your contribution deduction before completing this form. See your tax return instructions.*

Section A—List in this section **only** items (or groups of similar items) for which you claimed a deduction of $5,000 or less. Also, list certain publicly traded securities even if the deduction is over $5,000 (see instructions).

Part I **Information on Donated Property**—If you need more space, attach a statement.

1	(a) Name and address of the donee organization	(b) Description of donated property
A		
B		
C		
D		
E		

Note: *If the amount you claimed as a deduction for an item is $500 or less, you do not have to complete columns (d), (e), and (f).*

	(c) Date of the contribution	(d) Date acquired by donor (mo., yr.)	(e) How acquired by donor	(f) Donor's cost or adjusted basis	(g) Fair market value	(h) Method used to determine the fair market value
A						
B						
C						
D						
E						

Part II **Other Information**—Complete line 2 if you gave less than an entire interest in property listed in Part I. Complete line 3 if conditions were attached to a contribution listed in Part I.

2 If, during the year, you contributed less than the entire interest in the property, complete lines a–e.

a Enter the letter from Part I that identifies the property ▶ _____. If Part II applies to more than one property, attach a separate statement.

b Total amount claimed as a deduction for the property listed in Part I: (1) For this tax year ▶ _____.
(2) For any prior tax years ▶ _____.

c Name and address of each organization to which any such contribution was made in a prior year (complete only if different from the donee organization above):

Name of charitable organization (donee)

Address (number, street, and room or suite no.)

City or town, state, and ZIP code

d For tangible property, enter the place where the property is located or kept ▶ _____

e Name of any person, other than the donee organization, having actual possession of the property ▶ _____

3 If conditions were attached to any contribution listed in Part I, answer questions a – c and attach the required statement (see instructions).

	Yes	No
a Is there a restriction, either temporary or permanent, on the donee's right to use or dispose of the donated property?		
b Did you give to anyone (other than the donee organization or another organization participating with the donee organization in cooperative fundraising) the right to the income from the donated property or to the possession of the property, including the right to vote donated securities, to acquire the property by purchase or otherwise, or to designate the person having such income, possession, or right to acquire?		
c Is there a restriction limiting the donated property for a particular use?		

For **Paperwork Reduction Act Notice, see page 4 of separate instructions.** Cat. No. 62299J Form **8283** (Rev. 10-98)

IRS Form 8232

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Form 8283 (Rev. 10-98) Page **2**

Name(s) shown on your income tax return | **Identifying number**

Section B—Appraisal Summary—List in this section only items (or groups of similar items) for which you claimed a deduction of more than $5,000 per item or group. **Exception.** Report contributions of certain publicly traded securities only in Section A.

If you donated art, you may have to attach the complete appraisal. See the **Note** in Part I below.

Part I **Information on Donated Property**—To be completed by the taxpayer and/or appraiser.

4 Check type of property:

☐ Art* (contribution of $20,000 or more) ☐ Real Estate ☐ Gems/Jewelry ☐ Stamp Collections

☐ Art* (contribution of less than $20,000) ☐ Coin Collections ☐ Books ☐ Other

*Art includes paintings, sculptures, watercolors, prints, drawings, ceramics, antique furniture, decorative arts, textiles, carpets, silver, rare manuscripts, historical memorabilia, and other similar objects.

Note: *If your total art contribution deduction was $20,000 or more, you must attach a complete copy of the signed appraisal. See instructions.*

5	(a) Description of donated property (if you need more space, attach a separate statement)	(b) If tangible property was donated, give a brief summary of the overall physical condition at the time of the gift	(c) Appraised fair market value
A			
B			
C			
D			

	(d) Date acquired by donor (mo., yr.)	(e) How acquired by donor	(f) Donor's cost or adjusted basis	(g) For bargain sales, enter amount received	See instructions (h) Amount claimed as a deduction	See instructions (i) Average trading price of securities
A						
B						
C						
D						

Part II **Taxpayer (Donor) Statement**—List each item included in Part I above that the appraisal identifies as having a value of $500 or less. See instructions.

I declare that the following item(s) included in Part I above has to the best of my knowledge and belief an appraised value of not more than $500 (per item). Enter identifying letter from Part I and describe the specific item. See instructions. ▶ _____

Signature of taxpayer (donor) ▶ Date ▶

Part III **Declaration of Appraiser**

I declare that I am not the donor, the donee, a party to the transaction in which the donor acquired the property, employed by, or related to any of the foregoing persons, or married to any person who is related to any of the foregoing persons. And, if regularly used by the donor, donee, or party to the transaction, I performed the majority of my appraisals during my tax year for other persons.

Also, I declare that I hold myself out to the public as an appraiser or perform appraisals on a regular basis, and that because of my qualifications as described in the appraisal, I am qualified to make appraisals of the type of property being valued. I certify that the appraisal fees were not based on a percentage of the appraised property value. Furthermore, I understand that a false or fraudulent overstatement of the property value as described in the qualified appraisal or this appraisal summary may subject me to the penalty under section 6701(a) (aiding and abetting the understatement of tax liability). I affirm that I have not been barred from presenting evidence or testimony by the Director of Practice.

Sign Here Signature ▶ Title ▶ Date of appraisal ▶

Business address (including room or suite no.) | **Identifying number**

City or town, state, and ZIP code

Part IV **Donee Acknowledgment**—To be completed by the charitable organization.

This charitable organization acknowledges that it is a qualified organization under section 170(c) and that it received the donated property as described in Section B, Part I, above on ▶ _____ (Date)

Furthermore, this organization affirms that in the event it sells, exchanges, or otherwise disposes of the property described in Section B, Part I (or any portion thereof) within 2 years after the date of receipt, it will file **Form 8282,** Donee Information Return, with the IRS and give the donor a copy of that form. This acknowledgment does not represent agreement with the claimed fair market value.

Does the organization intend to use the property for an unrelated use? . . . . . ▶ ☐ Yes ☐ No

Name of charitable organization (donee) | **Employer identification number**

Address (number, street, and room or suite no.) | City or town, state, and ZIP code

Authorized signature | Title | Date

IRS Form 8232

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Procedure for Receipt and Stewardship of Capital and Endowment Gifts

- Immediate Thank You – letter or call made within 48 hours of gift/pledge receipt.
- Thank you from Director of Development, the Head of School, Board Chair, and/or volunteer solicitor.
- When appropriate for Awards and Scholarships, stewardship letters may come from students.
- Name listed in Gift Book in Library – archival, chronological list of all capital gifts.
- Different recognition for each gift level – at the higher gift levels, recognition and stewardship are meant to help increase contact and strengthen the relationship with the donor.

Gifts below $5,000

Initial thank you from Director of Development.
Gift listed in Annual Report by category.

Gifts of $5,000 to $24,999

Initial thank you from Director of Development and volunteer solicitor.
Gift listed in Annual Report by category.
Stewardship letter from Director of Development detailing how money was spent, school progress, etc.

Gifts of $25,000 to $49,999

Initial thank you from Director of Development, the Head of School, and volunteer solicitor.
Gift listed in Annual Report by category.
Named Space or Endowed Fund
Annual Stewardship letter from Director of Development detailing how money was spent, school progress, etc.
Annual Holiday/Birthday card sent from Director of Development.

Gifts of $50,000 to $99,999

Initial thank you from Director of Development, the Head of School, and volunteer solicitor.
Gift listed in Annual Report by category.
Membership in giving association with lapel pin – Trustee's Circle, Bronze Level.
Invitation to Headmaster's Roundtable Luncheon.
Named Space or Endowed Fund
Publicity of gift on D-E webpage, in press releases or articles in Development Newsletter, D-E Today, etc.
Annual Stewardship letter from Director of Development detailing how money was spent, school progress, etc.
Annual Holiday/Birthday card sent from Director of Development.

Gifts of $100,000 to $499,999

Initial thank you from Director of Development, the Head of School, Board Chair, and volunteer solicitor.
Gift listed in Annual Report by category.
Membership in giving association with lapel pin – Trustee's Circle, Silver Level.
Invitation to Headmaster's Roundtable Luncheon.
Named Space or Endowed Fund
Publicity of gift on D-E webpage, in press releases or articles in Development Newsletter, D-E Today, etc.
Annual Stewardship letter from the Head of School detailing how money was spent, school progress, etc.

From the Guideline Manual for Cultivation, Recognition and Stewardship,
Dwight-Englewood School Development Office, September 1997
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Annual Holiday/Birthday card sent from the Head of School.
Annually invited to an event with the Head of School (dinner at Head's home, evening at the opera, etc.)
Annual personal visit to donor made by Director of Development, the Head of School and/or Alumni Director.

Gifts of $500,000 to $999,999

Initial thank you from Director of Development, the Head of School, Board Chair, and volunteer solicitor.
Gift listed in Annual Report by category.
Membership in giving association with lapel pin – Trustee's Circle, Gold Level.
Invitation to Headmaster's Roundtable Luncheon.
Named Space or Endowed Fund
Publicity of gift on D-E webpage, in press releases or articles in Development Newsletter, D-E Today, etc.
Annual Stewardship letter from the Head of School detailing how money was spent, school progress, etc.
Annual Holiday/Birthday card sent from the Head of School.
Annually invited to an event with the Head of School (dinner at Head's home, evening at the opera, etc.)
Honored with Headmaster's Medal at graduation or similar public event like the Headmaster's Roundtable Luncheon.
Annual personal visit to donor made by Director of Development, the Head of School and/or Alumni Director.

Gifts of $1,000,000 and more

Initial thank you from Director of Development, the Head of School, Board Chair, and volunteer solicitor.
Gift listed in Annual Report by category.
Membership in giving association with lapel pin – Trustee's Circle, Platinum Level.
Invitation to Headmaster's Roundtable Luncheon.
Named Space or Endowed Fund
Publicity of gift on D-E webpage, in press releases or articles in Development Newsletter, D-E Today, etc.
Annual Stewardship letter from the Head of School detailing how money was spent, school progress, etc.
Annual Holiday/Birthday card sent from the Head of School.
Annually invited to personal evening with the Head of School (dinner at Head's home, evening at the opera, etc.)
Honored with Headmaster's Medal at graduation or similar public event like the Headmaster's Roundtable Luncheon.
Personalized special event announcing the gift – such as reception, dedication, groundbreaking ceremony
Inducted as an honorary trustee of the school (for future consideration, honorary trustee advisory group)
Token gift – paper weight, framed print, etc.
Annual personal visit to donor made by Director of Development, the Head of School and/or Alumni Director.

- Pledge Reminders – reminder of pledge payment schedule sent by Director of Development annually, especially in cases when pledge payments are overdue.
- Pledge Payments – acknowledge receipt of payment with a letter from Director of Development
- Matching Gift Payments – acknowledge to the donor that we did receive the matching gift; opportunity for us to thank the donor again for the gift. Letter sent by Director of Development.

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Procedure for Receipt and Stewardship of Planned Gifts

- Immediate Thank You – letter or call made within 48 hours of notification of intention.
- Thank you from Director of Development, the Head of School, Board Chair, and/or volunteer solicitor.
- Different recognition for each gift level – recognition and stewardship in the same as outlined under the capital and endowment gift section.
- Recognition also includes membership in Heritage Club, presentation of a Heritage certificate and special invitations to estate planning seminars.
- Heritage Club Members become honorary members of the Headmaster's Council and receive an invitation to the Headmaster's Council Dinner.
- If donor is deceased, then Dwight-Englewood will send correspondence and annual stewardship letter to donor's family.

Procedure for Receipt and Stewardship of Sponsorships and In-Kind Gifts to Special Events

- Immediate Thank You with contract is sent from the Special Events Coordinator within 48 hours of receipt of sponsorship or in-kind gifts.
- Sponsorship and in-kind gifts listed in the special event program.
- Special recognition given in the Annual Report.
- A plaque with the names of volunteers and donors commemorates each special event.
- Different recognition for gifts valued at $5,000 or more
  - Initial thank you from Special Event Coordinator
  - When appropriate, a thank you may also be sent from the Head of School, Special Events Chair, and/or volunteer solicitor.
- Recognition of volunteers
  - Thank you luncheon/reception when appropriate
  - Thank you letter from the Head of School recognizing the volunteers' support and commitment to the School.

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Calendar of Stewardship Activities for July 1997 to June 1998

Recognition	Description	Date	Responsibility
Articles in D-E Today	articles about annual fund, scholarship/award funds, endowment, planned giving and special gifts	Fall 1997	CR/DB/LE
Annual Report	gift reporting and recognition; list of annual fund donors listing of Endowed Funds, list of Heritage Club members	Fall 1997	CR/LC/PP
Award/honor Stewardship Letters	recognition of past generosity for the establishment of awards/honors given to students in June, continue to build strong relationship with donor	September 1997	CR/LE
Headmaster's Roundtable Luncheon	opportunity to continue to cultivate major donors; update donors on progress of School	Fall 1997 or Winter	DB
Former Trustee Dinner	thank you for and recognition of their service way to keep them connected to the school	December 5, 1997	DB
Development Newsletter	discuss major gift fund raising, planned giving, annual fund at D-E & major projects needing funding; sent to major gift prospects only	Fall 1997	DB
Holiday Card	opportunity to expression appreciation to volunteers and major donors for their ongoing support of the School	November/ December 1997	CR/LE
Senior Parent Recognition Evening	recognize parents for their cumulative support and volunteer involvement over the years; opportunity for senior parents to socialize together as a group before graduation	February 1998	CR
Articles in D-E Today	articles about fund raising, planned giving, annual fund, capital gifts	Spring 1998	CR/DB
Development Newsletter	discuss major gift fund raising, planned giving, annual fund at D-E & major projects needing funding; sent to major gift prospects only	Spring 1998	DB
AF Student Thank-a-Thon	opportunity for students to say thank you to top AF donors	April 1998	CR
HC Dinner	thank you/recognition of top AF donors; special recognition given to 10, 15, and 20 year consecutive donors	May 1998	CR
AF Volunteer Appreciation Reception	thank you/recognition of AF volunteers	May 1998	CR
Scholarship/Endowment Stewardship Letters	recognition of past generosity for establishment of Endowed funds continue to build strong relationships with donors	June 1998	CR/LE
Annual Fund Progress Report	update volunteers on progress of AF; thank volunteers for participation in specific projects such as phoning and writing letters	Monthly	CR/PP
Annual Fund Thank You Letters	thank you from Director of Annual Giving, the Head of School, AF volunteers and Board Chair	Daily	PP/CR
Thank You Letters for Capital Gifts	thank you from Director of Development, the Head of School, Board Chair, and/or volunteer solicitor	Ongoing	PP/DB
Acknowledgement of Pledge Payments on Capital Gifts	acknowledge receipt of pledge payment, receipt for cash payment for tax purposes	Ongoing	PP/DB

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Calendar of Stewardship Activities for July 1997 to June 1998

Recognition	Description	Date	Responsibility
Acknowledgement of Matching Gift to Major Gift Donor	opportunity to thank the donor for the matching gift and to encourage future matching gifts	Ongoing	DB
Pledge Reminders for Capital Gifts	reminder of payment schedule and opportunity to communicate with donor	Ongoing	PP/DB
Special Event Thank You letters and contracts	thank you from Special Events Coordinator, Head of School, Special Events Chair	Ongoing	BM
Building/Facility Stewardship Letters	recognition of past generosity for gifts to building and the facility continue to build strong relationships with donors	Biennial	DB
Press Releases	recognition and announcement of capital gifts	Ongoing	LC
Cultivation Events	dinner with the Head of School, evenings at the operas, etc.	Ongoing	DB/JVA

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Thank You Letter Process

	Annual Giving	Capital and Endowment Giving	Planned Gifts	Special Events
$1 – 499	Letter from Director of Annual Giving	Letter from Director of Development	Letter from Director of Development	Letter with contract from Special Events Coordinator
$500 – 999	Letter from Director of Annual Giving and the Head of School	Letter from Director of Development	Letter from Director of Development	Letter with contract from Special Events Coordinator
$1,000 – 2,499	Letter from Director of Annual Giving and the Head of School	Letter from Director of Development	Letter from Director of Development	Letter with contract from Special Events Coordinator
$2,500 – 4,999	Letter from Director of Annual Giving, the Head of School and AF volunteer	Letter from Director of Development	Letter from Director of Development	Letter with contract from Special Events Coordinator
$5,000 – 9,999	Letter from Director of Annual Giving, the Head of School and AF volunteer	Letters from Director of Development and volunteer solicitor	Letters from Director of Development and volunteer solicitor	Letter with contract from Special Events Coordinator, special letter from Head of School, Special Events Chair, or volunteer solicitor
$10,000 – 24,999	Letter from Director of Annual Giving, the Head of School and Board President	Letters from Director of Development and volunteer solicitor	Letters from Director of Development and volunteer solicitor	Letter with contract from Special Events Coordinator, special letter from Head of School, Special Events Chair, or volunteer solicitor
$25,000 – 49,999		Letters from Director of Development, the Head of School, and volunteer solicitor	Letters from Director of Development, the Head of School, and volunteer solicitor	
$50,000 – 99,999		Personalized Letters from Director of Development, the Head of School, and volunteer solicitor	Personalized Letters from Director of Development, the Head of School, and volunteer solicitor	
$100,000 – 499,999		Personalized Letters from Director of Development, the Head of School, Board Chair, and volunteer solicitor	Personalized Letters from Director of Development, the Head of School, Board Chair, and volunteer solicitor	
$500,000 – 999,999		Personalized Letters from Director of Development, the Head of School, Board Chair, and volunteer solicitor	Personalized Letters from Director of Development, the Head of School, Board Chair, and volunteer solicitor	
$1,000,000+		Personalized Letters from Director of Development, the Head of School, Board Chair, and volunteer solicitor	Personalized Letters from Director of Development, the Head of School, Board Chair, and volunteer solicitor	

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SAMPLE DONOR COMMUNICATION

SAMPLE DONOR REPORT

Date

Donor
Address

Dear [Name of Donor]:

As the assistant director of stewardship at the Boston University Office of Development and Alumni Relations, it is my pleasure to introduce myself to you. The Stewardship Office coordinates the annual reporting of named endowed funds for the deans and development officers at the 13 schools and colleges of the university. The Dean of the College of Allied Health Professions works with us on the oversight of named restricted funds, such as the Sample Scholarship Fund.

The principal balance of the fund is $67,000, which includes the gift of $25,000 you made to the fund during the current fiscal year, which began July 1, 199X. The Sample Scholarship Fund generates approximately $4,000 in annual income that the university can spend for scholarship assistance. Income the university doesn't spend accumulates for future year expenditure. This practice ensures that, to the best of their ability, our financial aid officers can grant students the maximum amount of financial aid in keeping with guidelines established by the government.

The coordinator of Graduate Programs at ABC College, informs me that an award was made last year to Name A, who is pursuing a master of science degree in physical therapy and expects to receive her degree during the summer of 199X. Name A received $5,000 in financial assistance.

The current recipients are Name B and Name C. Name B, who received $1,000, is a fourth-year student in the five-year combined B.S. and M.S.P.T. program. Name A is a master's candidate with a concentration in physical therapy and received $4,000. Name C received her baccalaureate degree from the University of California, San Diego.

Enclosed is a financial summary of the Shirley Sample Scholarship Fund for fiscal year 199X, which closed June 30, 199X. The university awards scholarships only from the income earned on the principal of the fund; that is, the principal is not invaded.

XXXX tells me that you have a close relationship with Dean Smith and are an active alumna of the college. ABC College is fortunate to count you among its generous and dedicated friends.

Sincerely,

XYZ
Assistant Director of Stewardship

Enclosure

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SAMPLE STUDENT LETTER REQUEST

Date

Sample Student
Address

Dear [Name of Student]:

I recently learned that you are a recipient of the Sample Scholarship, a named, restricted scholarship at Boston University. Congratulations! The award is given to deserving students who are majoring in physical therapy at the College of Allied Health Professions.

The donor of the Sample Scholarship is Mrs. Donor Sample, a 19XX graduate of Boston University. The donor and her family are interested in learning more about you as an individual. Many of our donors continue to give to scholarship endowments because they know their gifts are helping real human beings. Therefore, I am asking a favor of you. Please complete the enclosed Donor Report Form, or forward a resume that you may have already prepared, and return it to me in the enclosed postage-paid Business Reply Envelope, if possible, before November 15.

I should also like to ask you to enclose a formal note of appreciation to Mrs. Sample. In your note of appreciation, you might include something about your personal and professional activities, and perhaps something about your professional aspirations. I know that your life is full and busy, but your help in this matter will be a great asset in maintaining our donors' interest in supporting student financial aid at Boston University.

Please confirm your local address on the Donor Report Form so that I might reach you in the event the donor would like to meet you personally, or if I have any questions.

In advance, I thank you very much for your help. If you have questions, or if I might be of assistance in another way, feel free to write to me at the address on the letterhead or call me at XXX-XXXX, and I shall do my best to help you.

With all good wishes.

Sincerely,

XYZ
Assistant Director of Stewardship

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SAMPLE DONOR COMMUNICATION

SAMPLE RESTRICTED FUND FINANCIAL SUMMARY

DONOR SAMPLE SCHOLARSHIP FUND

Financial Summary for Fiscal Year 199X
July 1, 199X-June 30, 199X

PRINCIPAL	
Principal Balance on July 1, 199X	$ 42,000.00
Gifts Received During Fiscal 199X	25,000.00
Principal Balance on June 30, 199X	$ 67,000.00
INCOME	
Income Balance Forward on July 1, 199X	$ 3,624.97
Income Accrued During Fiscal 199X	4,161.78
Available Income During Fiscal 199X	$ 7,786.75
(Minus Expenditures)	
Scholarship Awarded to *Name*	($ 5,000.00)
FISCAL YEAR-END INCOME BALANCE	$ 2,786.75

MARKET VALUE OF PRINCIPAL ON JUNE 30, 199X*: $163,925.25
(xxxxxx ENDOWMENT UNIT SHARES X $XXXX SHARE VALUE ON 6/30/9X)

*X University fiscal year begins on July 1

Prepared by Stewardship Officer, October 16, 199X

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SAMPLE DONOR LETTER EXPLAINING PAYOUT

Date

Donor
Donor Address

Dear [Name of Donor]:

I am pleased to tell you that the School of Education is currently reviewing candidates to receive the Donor Research Fund award for the 199X-199X academic year. Just as soon as the recipients have been notified and I have received their information packets, I will forward everything to you. In the meantime, I want to provide you with a financial summary for the Donor Fund for the 199X fiscal year.

The enclosed financial summary shows the principal of the Scholarship Fund as well as the income and expenditures for the 199X-199X academic year. You will note that the endowment unit share price for June 30, 199X, was $8.89. As a point of reference, the share price a year earlier was $7.55, making the $8.89 share price on June 30, 199X, an increase in market value of 17.75 percent. The per-share income distribution for fiscal year 199X has also increased by 4 cents per share per annum to $0.30/share from fiscal year 199X's $0.26/share, or a 15.38 percent increase.

During fiscal year 199X, income accrued to the Donor Research Fund was $12,833.79, while in 199X it is $15,365.70. The additional $2,531.91 in available income is due both to the increase in the per-share income distribution and your initial payment of $20,000.00 on your $100,00.00 pledge that purchased additional shares in the university's pooled endowment.

Professor X, whom I'm sure you recall works closely with Dean Y, told me he'll be in the Washington, DC, area next week and is delighted to have been able to arrange to visit briefly with your daughter, XXX. I look forward to writing to you again in the coming weeks.

Sincerely,

XYZ
Stewardship Officer

cc: Dean, Professor

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SAMPLE FINANCIAL SUMMARY

DONOR RESEARCH FUND
Financial Summary for Fiscal Year 199X
July 1, 199X- June 30, 199X

PRINCIPAL	
Principal Balance on July 1, 199X:	$ 80,899.35
Additions to Principal During Fiscal 199X:	20,020.00
Principal Balance on June 30, 199X:	**$ 100,919.35**
INCOME	
Income Balance Forward on July 1, 199X:	$ 10,731.96
Income Accrued During Fiscal 199X:	12,833.79
Available Income During Fiscal 199X:	**$ 23,565.75**
(MINUS EXPENDITURES)	
Scholarships Awarded to *Name A* and *Name B*:	(12,000.00)
FISCAL YEAR-END INCOME BALANCE:	**$ 11,565.75**

Market Value of Principal on 6/30/9X: $455,336.91
(51,219 endowment unit shares x $8.89 share price on 6/30/9X)

Market Value of Principal on 6/30/9X: $367,496.25
(48,675 endowment unit shares x $7.55 share price on 6/30/9X)

Market Value of Principal on 3/31/9X: $348,513.00
(48,675 endowment unit shares x $7.16 share price on 3/31/9X)

Prepared by Stewardship Officer, September 19, 199X

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SAMPLE STUDENT THANK-YOU LETTER

Date

Donor
Donor Address

Dear [Name of Donor]:

I am writing to thank you briefly for your generous gift to Boston University, a scholarship that I was fortunate to receive this year. I was very excited to hear about the Donor Research Fund and to discover that there are people around who are as dedicated to the development of intercultural education as I am. Being an undergraduate, I have much more work to do in order to start implementing some of my ideas. Your fund will help me do this next semester while I am student teaching.

Intercultural education has great meaning to me professionally and personally. A year ago, I spent five months in Niger, a poor desert nation in West Africa. This experience highlighted the importance of intercultural skills and the fact that my high school education, as well as parts of my college education, had left me ill-equipped to work up to my potential in an intercultural context. When I came back to the U.S., I realized how much my fresh perspective and new abilities helped me to interact with people from different backgrounds, and I was again shocked to see how many Americans were sorely lacking in this area.

As a teacher of world history, I have the perfect opportunity to sensitize my students to the value of different cultures. Intercultural education is very much at the core of what I hope to accomplish in the classroom as well as in my own development. In light of that, you can imagine how grateful and excited I am to have the honor of receiving the undergraduate award from the Donor Fund. Thank you again for facilitating my pursuit of intercultural education and for reminding people that this is something worth supporting.

Signed,

[Name of Grateful Student]

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SAMPLE SCHOLARSHIP FUND AGREEMENT (INCLUDING AN ALTERNATIVE-USE CLAUSE)

The Sample Scholarship is a gift of Susan Sample, University Class of 1947, through the Sample Foundation of Somewhere, USA. Miss Sample is an active alumna of the College of Allied Heath Professions, having served on the Alumni Council and volunteered as an admissions advisor to incoming students. She established the Sample Fund in 1982.

The Sample Scholarship provides scholarships for students at the College with a preference for students enrolled in the departments of Physical Therapy or Communications Disorders. The Sample Fund is administered by the Office of Financial Assistance in consultation with the Dean of the College.

*** If in the judgment of Boston University it has become, or is likely to become, impossible or impracticable to accomplish the purposes of the fund, the University at its discretion may amend the restrictions of the fund in such manner as the University will most effectively accomplish the donors' objectives.**

_____ _____

Donor Signature Line Date

_____ _____

Authorized University Official Date

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*This is an example of an alternative-use clause.

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An invitation to join...

From this University's earliest history, Brown's leaders have recognized the need to "increase funds and improve the equipment of the College" to enhance both the excellence and the permanence with which the University pursues the purposes expressed in its charter. That need has increased as Brown's excellent purposes have grown.

In the spirit of preserving the past, strengthening the present and ensuring the future, you are invited to become a member of The Henry Merritt Wriston Associates and to join the distinguished ranks of alumni, alumnae, parents, friends and others whose commitment, generous support and foresight make possible the fulfillment of Brown's mission.

In appreciation...

Brown University is deeply grateful to you for your steadfast commitment and generous support. You are among the distinguished ranks of The Henry Merritt Wriston Associates whose philanthropy makes a significant difference to this institution, helping to sustain its foundation of excellence and build its future of opportunity.

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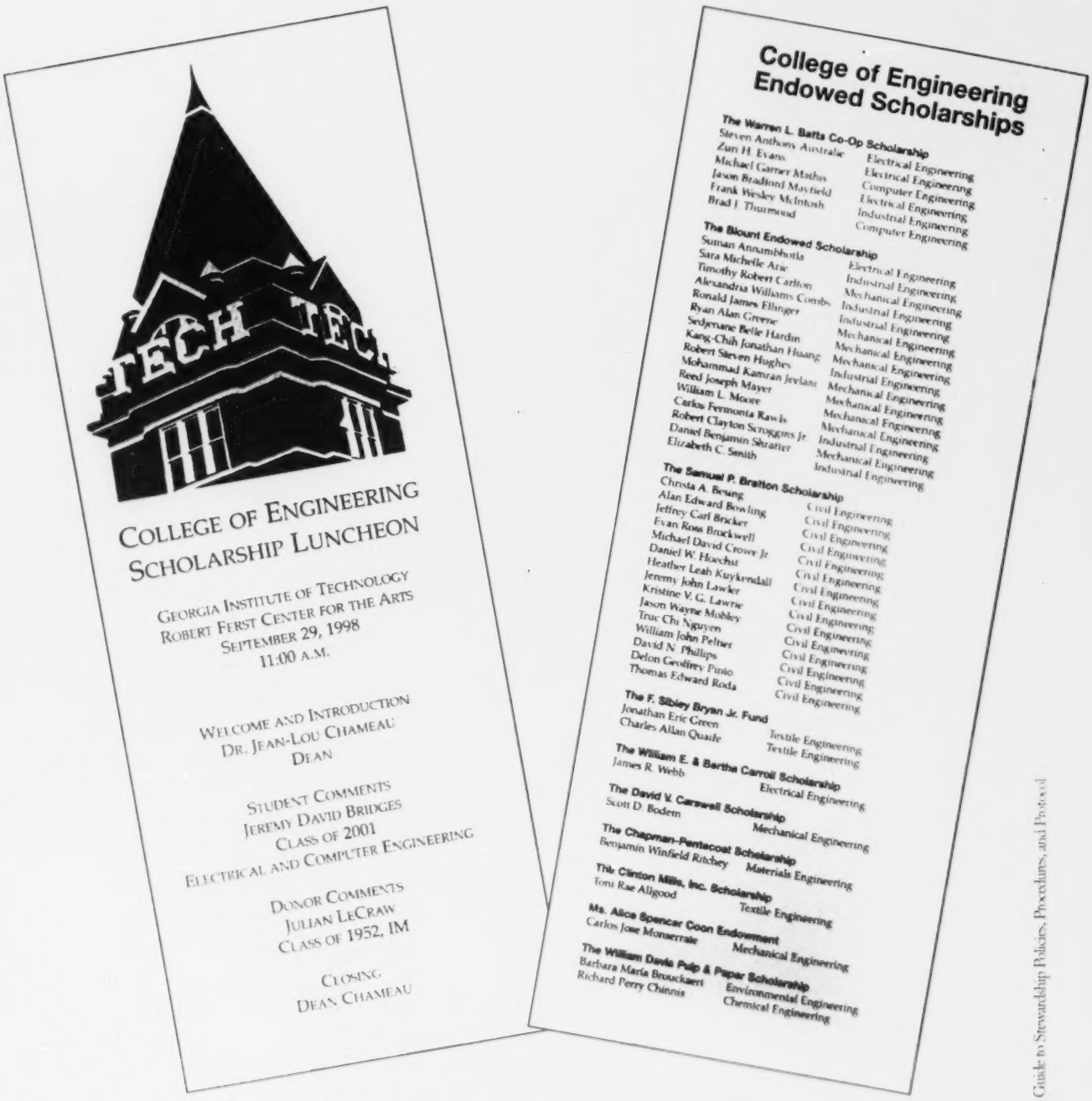

COLLEGE OF ENGINEERING
SCHOLARSHIP LUNCHEON

GEORGIA INSTITUTE OF TECHNOLOGY
ROBERT FERST CENTER FOR THE ARTS
SEPTEMBER 29, 1998
11:00 A.M.

WELCOME AND INTRODUCTION
DR. JEAN-LOU CHAMEAU
DEAN

STUDENT COMMENTS
JEREMY DAVID BRIDGES
CLASS OF 2001
ELECTRICAL AND COMPUTER ENGINEERING

DONOR COMMENTS
JULIAN LECRAW
CLASS OF 1952, IM

CLOSING
DEAN CHAMEAU

College of Engineering Endowed Scholarships

The Warren L. Batts Co-Op Scholarship

Steven Anthony Australe	Electrical Engineering
Zan H. Evans	Electrical Engineering
Michael Garner Mathis	Computer Engineering
Jason Bradford Mayfield	Electrical Engineering
Frank Wesley McIntosh	Industrial Engineering
Brad J. Thurmond	Computer Engineering

The Blount Endowed Scholarship

Suman Annambhotla	Electrical Engineering
Sara Michelle Arac	Industrial Engineering
Timothy Robert Carlton	Mechanical Engineering
Alexandria Williams Combs	Industrial Engineering
Ronald James Ellinger	Industrial Engineering
Ryan Alan Greene	Mechanical Engineering
Sedjenane Belle Hardin	Mechanical Engineering
Kang-Chih Jonathan Huang	Mechanical Engineering
Robert Steven Hughes	Industrial Engineering
Mohammad Kamran Jeelani	Mechanical Engineering
Reed Joseph Mayer	Mechanical Engineering
William L. Moore	Mechanical Engineering
Carlos Fermonta Rawls	Mechanical Engineering
Robert Clayton Scruggins Jr.	Industrial Engineering
Daniel Benjamin Shratter	Mechanical Engineering
Elizabeth C. Smith	Industrial Engineering

The Samuel P. Bratton Scholarship

Christa A. Besung	Civil Engineering
Alan Edward Bowling	Civil Engineering
Jeffrey Carl Brocker	Civil Engineering
Evan Ross Brockwell	Civil Engineering
Michael David Crowe Jr.	Civil Engineering
Daniel W. Hoechst	Civil Engineering
Heather Leah Kuykendall	Civil Engineering
Jeremy John Lawler	Civil Engineering
Kristine V. G. Lawrie	Civil Engineering
Jason Wayne Mobley	Civil Engineering
Truc Chi Nguyen	Civil Engineering
William John Peltier	Civil Engineering
David N. Phillips	Civil Engineering
Delon Geoffrey Pinto	Civil Engineering
Thomas Edward Roda	Civil Engineering

The F. Sibley Bryan Jr. Fund

Jonathan Eric Green	Textile Engineering
Charles Allan Quaife	Textile Engineering

The William E. & Barthe Carroll Scholarship

James R. Webb — Electrical Engineering

The David V. Carswell Scholarship

Scott D. Bodem — Mechanical Engineering

The Chapman-Pentecost Scholarship

Benjamin Winfield Ritchey — Materials Engineering

The Clinton Mills, Inc. Scholarship

Toni Rae Alligood — Textile Engineering

Ms. Alice Spencer Coon Endowment

Carlos Jose Monserrate — Mechanical Engineering

The William Davis Pulp & Paper Scholarship

Barbara Maria Brouckaert	Environmental Engineering
Richard Perry Chiavis	Chemical Engineering

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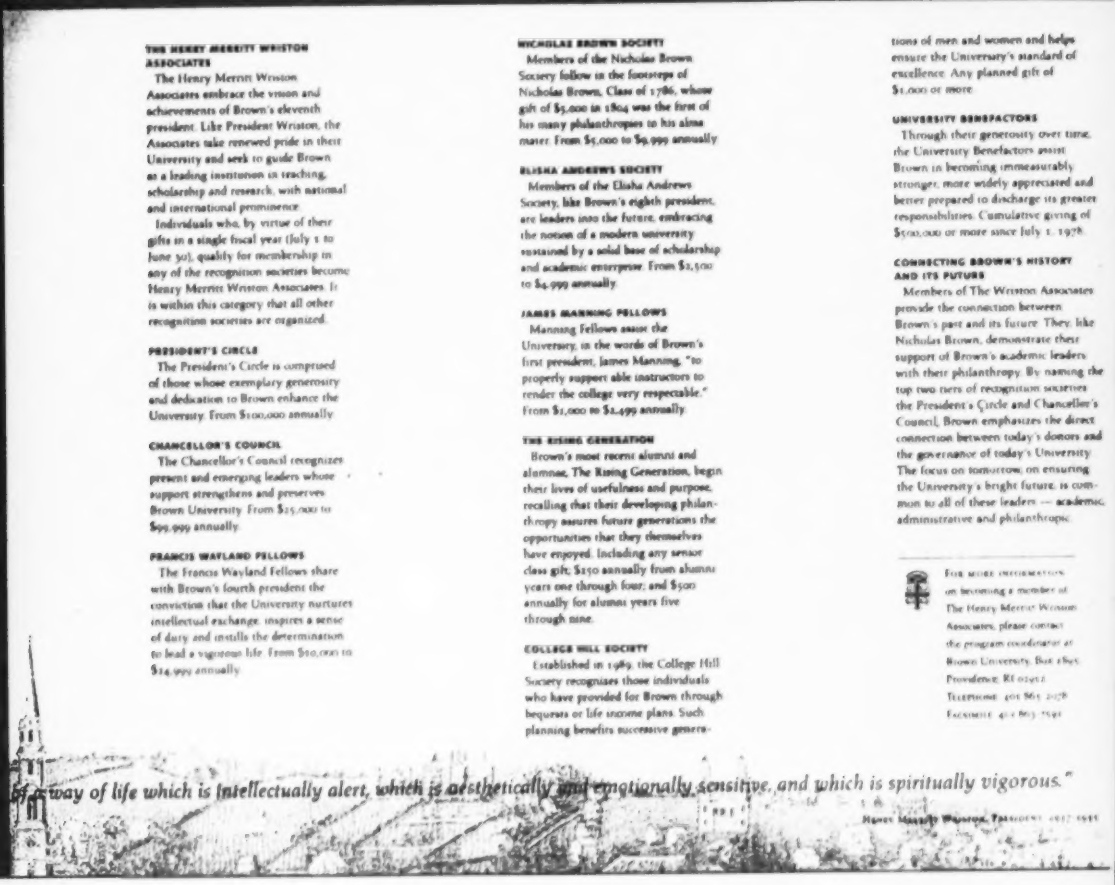
SAMPLE GIFT CLUBS



THE HENRY MERRITT WRISTON ASSOCIATES

The Henry Merritt Wriston Associates embrace the vision and achievements of Brown's eleventh president. Like President Wriston, the Associates take renewed pride in their University and seek to guide Brown as a leading institution in teaching, scholarship and research, with national and international prominence.

Individuals who, by virtue of their gifts in a single fiscal year (July 1 to June 30), qualify for membership in any of the recognition societies become Henry Merritt Wriston Associates. It is within this category that all other recognition societies are organized.

PRESIDENT'S CIRCLE

The President's Circle is comprised of those whose exemplary generosity and dedication to Brown enhance the University. From $100,000 annually.

CHANCELLOR'S COUNCIL

The Chancellor's Council recognizes present and emerging leaders whose support strengthens and preserves Brown University. From $25,000 to $99,999 annually.

FRANCIS WAYLAND FELLOWS

The Francis Wayland Fellows share with Brown's fourth president the conviction that the University nurtures intellectual exchange, inspires a sense of duty and instills the determination to lead a vigorous life. From $10,000 to $24,999 annually.

NICHOLAS BROWN SOCIETY

Members of the Nicholas Brown Society follow in the footsteps of Nicholas Brown, Class of 1786, whose gift of $5,000 in 1804 was the first of his many philanthropies to his alma mater. From $5,000 to $9,999 annually.

ELISHA ANDREWS SOCIETY

Members of the Elisha Andrews Society, like Brown's eighth president, are leaders into the future, embracing the notion of a modern university sustained by a solid base of scholarship and academic enterprise. From $2,500 to $4,999 annually.

JAMES MANNING FELLOWS

Manning Fellows assist the University, in the words of Brown's first president, James Manning, "to properly support able instructors to render the college very respectable." From $1,000 to $2,499 annually.

THE RISING GENERATION

Brown's most recent alumni and alumnae, The Rising Generation, begin their lives of usefulness and purpose, recalling that their developing philanthropy assures future generations the opportunities that they themselves have enjoyed. Including any senior class gift; $250 annually from alumni years one through four; and $500 annually for alumni years five through nine.

COLLEGE HILL SOCIETY

Established in 1989, the College Hill Society recognizes those individuals who have provided for Brown through bequests or life income plans. Such planning benefits successive generations of men and women and helps ensure the University's standard of excellence. Any planned gift of $1,000 or more.

UNIVERSITY BENEFACTORS

Through their generosity over time, the University Benefactors assist Brown in becoming immeasurably stronger, more widely appreciated and better prepared to discharge its greater responsibilities. Cumulative giving of $500,000 or more since July 1, 1978.

CONNECTING BROWN'S HISTORY AND ITS FUTURE

Members of The Wriston Associates provide the connection between Brown's past and its future. They, like Nicholas Brown, demonstrate their support of Brown's academic leaders with their philanthropy. By naming the top two tiers of recognition societies the President's Circle and Chancellor's Council, Brown emphasizes the direct connection between today's donors and the governance of today's University. The focus on tomorrow, on ensuring the University's bright future, is common to all of these leaders — academic, administrative and philanthropic.

For more information on becoming a member of The Henry Merritt Wriston Associates, please contact the program coordinator at Brown University, Box 1845, Providence, RI 02912. Telephone: 401 863-2478. Facsimile: 401 863-1991.

of a way of life which is intellectually alert, which is aesthetically and emotionally sensitive, and which is spiritually vigorous."

Henry Merritt Wriston, President 1937-1955

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Gifts of Life Insurance

Life insurance provides another excellent means for making a gift to PHCC. Such a gift can be made either by purchasing a new life insurance policy or by contributing a policy which you currently own, but no longer need, and which can be used for a charitable income tax deduction. You can either name PHCC as the beneficiary of the policy or transfer total ownership of the policy to the college and make deductible gifts to pay for any required premiums.

Gifts Through a Will

You can specify an outright gift of cash, securities, real estate, or tangible personal property to PHCC. If you bequeath dollars, you may wish to bequeath a certain fraction or percentage of your estate rather than a fixed sum; this serves as a hedge against both inflation and unforeseen shrinkage and assures your heirs their proportionate share.

For more information about The Patrick Henry Society or the Patrick Henry Community College Foundation, contact the Office of Institutional Advancement. (540) 656-0250.

The Patrick Henry Society

The Patrick Henry Society honors those who have named Patrick Henry Community College as beneficiary of a deferred gift. Members provide support of the college through provisions in wills, trusts, life insurance policies, gift annuities, and other means of planned giving.

The society, like the college, is named for Patrick Henry in recognition of his leadership and vision. Through the generosity of their planned gifts, the Patrick Henry Society members embody the spirit of Patrick Henry and help to insure the future of Patrick Henry Community College and its mission.

The benefits of membership include special recognition through college publications and programs in addition to the personal rewards of making a gift that will have a lasting impact on the long-term financial security of the college.

The Patrick Henry Community College Foundation

The Patrick Henry Community College Foundation is a not-for profit foundation organized under Virginia law and is fiscally and organizationally separate from the college. Its purposes are to enhance community awareness of Patrick Henry Community College; to secure private contributions, bequests, and donations; and to account for, manage, and help appreciate monies or property submitted to the foundation.

The Foundation Board of Directors is composed of people from the college service area who represent positive leadership and community influence and

The Patrick Henry Society

Patrick Henry Community College Foundation

Named Giving Opportunities

Many gift opportunities may be named in honor of the donor, in tribute to another, or in memory of someone special. A few are listed below.

Existing Buildings
(Learning Resource Center, Administration Building, Classroom/Laboratory Building) $1 million

High Visibility Areas
(Wellness Center, Exhibit Hall, Courtyard, Lecture Hall) $250,000

Classrooms, Seminar Rooms
$100,000

Endowed Professorships
$600,000

Futurists

Visionary	$50,000
Explorer	$25,000
Discoverer	$10,000
Voyager	$5,000
Millenarian	$1,000
Navigator	$500
Stargazer	$100

We would like for you to consider a pledge of ____, which can be given over a 3-5 year period.

Invest in the New Millennium

I (we) pledge $_____ to be paid as follows:
Total Pledge

$ _____ Annually $ _____ Monthly

$ _____ Quarterly $ _____ (Specify other desired schedule)

Cash with Pledge $ _____ Date _____

Signed _____ Volunteer _____

Preferred Name & Mailing Address _____

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Appendix

B

RELATED CURRENTS ARTICLES

Anderson, Christian. "Cash on the Barrelhead: How Campuses are Making the Active Case For Endowment Funds Now," CURRENTS 18, no. 10 (November/December 1992): 26-28, 30, 32.

Ashton, Debra. "Cooperation, Not Conflict: Why Planned Giving and Major Gifts Officers Should Work as a Team," CURRENTS 16, no. 5 (May 1990): 64.

Barbalich, Andrea, Donna Shoemaker, and April Harris. "Great Show: Experts Share 30 Spicy Ideas for Top-Performing Special Events," CURRENTS 18, no. 7 (July/August 1992): 44-50, 52-53.

Barth, Steve. "Globetrotting for Gifts: How to Identify, Research, and Solicit Major Gifts Around the World Without Causing an International Incident," CURRENTS 24, no. 4 (April 1998): 32-39.

Barth, Steve. "Pulling Gifts Into Your Web: More and More, Campuses are Using Their Web Sites to Cultivate, Solicit, and Steward Gifts, So How's It Working?," CURRENTS 24, no. 8 (September 1998): 32-37.

Beaumont, Mary Ann and Gay Englezos. "Danger: Hazardous Gifts: Would Your Campus Harbor a Toxic Waste Dump? It Could—If You Don't Keep a Watch on Gifts of Property," CURRENTS 17, no. 1 (January 1991): 12-14, 16.

Bergmann, Mark and Harry Paidas. "The Direct Approach: To Get Larger Gifts From Your Alumni, Put Your Request in Writing," CURRENTS 19, no. 6 (June 1993): 16-22.

Blackmore, Deborah. "Planned Giving Debate: Whose Interest Comes First? Side Two: It's Complex. But Looking Out for the Donor Helps Everyone in the Long Run," CURRENTS 16, no. 8 (September 1990): 56-57.

Burdette, Melinda. "Cooking Up a Senior Gift Program: Ways to Make the Dough Rise from Your Newest Alumni," CURRENTS 15, no. 2 (February 1989): 14-16,18.

Campbell, Donald A. "Second to None: If You've Asked the Right Giver for the Right Amount, Your Lead Gift Will Lead the Way," CURRENTS 15, no. 6 (June 1989): 22-26.

Cialdini, Robert B. "What Leads to Yes: Applying the Psychology of Influence to Fund Raising, Alumni Relations, and PR," CURRENTS 13, no. 1 (January 1987): 48-51.

Clotfelter, Susan. "Working for the Weekend: A Carefully Planned Major Donor Weekend Program Can Bring More Than Money to Your Campus," CURRENTS 16, no. 10 November/ December 1990): 44-50.

Corson-Finnerty, Adam and Laura Blanchard. "Their Names in Lights: How to Make the Web an Integral Part of Your Major Gift Stewardship Strategy," CURRENTS 24, no. 8 (September 1998): 35.

Cover, Nelson. "Great Expectations: A Strong Annual Giving Program Helps Donors Think Big," CURRENTS 12, no. 7 (July/August 1986): 22-24.

Craig, Donald E. "The Askable Moment: A Volunteer's Guide to Approaching a Supporter for the Major Gift," CURRENTS 17, no. 10 (November/December 1991): 30-33, 36.

Craig, Donald E. "The Tango of Solicitation: If You Know the Steps to Dance to When Asking for the Big Gift, Prospects Will Follow Your Lead," CURRENTS 22, no. 10 (November/December 1996): 24-28.

Crowther, Connie. "Building a Better Board: How to Lay a Solid Foundation for Your Fund-Raising Board," CURRENTS 15, no. 10 (November/December 1989): 22-26

Dailey, Bill. "From Zero to Millions: The Anatomy of a Major Gift Solicitation, From Identification to Follow-Up," CURRENTS 16, no. 10 (November/December 1990): 40-43.

Dawkins, Young. "You're NOT Welcome: If loyal supporters unexpectedly turn you away, they may be suffering from donor burnout. Act quickly and you may be able to repair the damage," CURRENTS 24, no. 10 (November/December 1998): 22-26.

Dessoff, Alan L. "Put It in Writing: Don't Let Donor Thanks Fall by the Wayside. Create a Written Recognition Policy to Make Thank-Yous a Part of Your Development Office Routine," CURRENTS 23, no. 2 (February 1997): 30-34.

Dunlop, David and Ellen Ryan. "Thirty Years of Fund Raising: Master Fund Raiser David Dunlop Tells What He's Learned About the Staff's Role in Dealing with Donors," CURRENTS 16, no. 10 (November/December 1990): 32-39.

Dunlop, David R. "Parting Glances: David Dunlop Reflects on What He's Learned in Nearly 40 Years of Fund Raising," CURRENTS 24, no. 3 (March 1998): 64.

Dunlop, David R. "The Ultimate Gift: The Biggest Gifts of All Take a Special Kind of Fund Raising," CURRENTS 13, no. 5 (May 1987): 8-13.

Duronio, Margaret A., Bruce Loessin, and Roy J. Nirschel Jr. "The Price of Participation: What You Spend to Get More Donors—It Might Not Need to Be Much—Depends Only on You," CURRENTS 15, no. 4 (April 1989): 39-42, 44.

Edwards, A.H. "Go for the Gold: By Concentrating on Major Gifts Instead of the Annual Fund, You Can Raise More With Less Effort," CURRENTS 15, no. 4 (April 1989): 72.

Fannin, Marianne. "Profile of a Super-Asker: Don't Tell Me What I Can't Do," CURRENTS 17, no. 10 (November/December 1991): 26.

Fisher, Gillian. "Let's Get Personal: Want a Closer Relationship With Your Alumni? Use These Five Strategies to Make Them Feel Special," CURRENTS 23, no. 7 (July/August 1997): 71-72.

Hall, Johanne H. "Intuition or Intellect?: How to Recognize the Askable Moment," CURRENTS 17, no. 10 (November/December 1991): 34-35.

Hampton, Cathy. "First-Class Stewardship: Cultivate Not Only Great Prospects But Also Great Donors—And Make Room at the Top for More," CURRENTS 15, no. 5 (May 1989): 58-61.

Haskins, Sherwood C. Jr. "By Hook or By Crook: Specific Strategies to Recapture LYBUNTs, SYBUNTs and Never-Givers," CURRENTS 15, no. 4 (April 1989): 29-32.

Hedgepeth, Royster. "The Art of Negotiation: How to Close the Gift Once You've Asked for It," CURRENTS 17, no. 10 (November/December 1991): 38-40, 42.

Helm, Peyton R. "A Farewell to Prospects: Maintain Perennial Growth by Managing Staff Turnover," CURRENTS 19, no. 3 (March 1993): 11-14.

Henderson, James A. "From Both Sides Now: A Trustee Who's Been There Explains the Common Needs of Volunteers at Schools and Colleges," CURRENTS 15, no. 10 (November/December 1989): 30-31.

Henderson, Nancy. "Friend Raising in the College Years: Cultivation Advice for Independent Schools," CURRENTS 23, no. 1 (January 1997): 45.

Henderson, Nancy. "New Gifts From New Graduates: Instill the Giving Habit Early with These Techniques to Encourage Involvement from Young Alumni," CURRENTS 23, no. 1 (January 1997): 42-46.

Henderson, Nancy. "With a Little Help from Your Friends: Can You Get Gifts From Neighbors, Vendors, and Community Groups? Yes—If You're Organized and Willing to Meet Them Halfway," CURRENTS 21, no. 1 (January 1995): 50-55.

Hopkinson, Deborah. "Thanks for Everything: Tending the Giver as Well as the Gift Can Bring You Greater Benefits from Both," CURRENTS 15, no. 5 (May 1989): 54-57.

House, Michael L. "Structured Stewardship: How One Campus Plugged In a System to Thank, Inform, and Remember Its Top Donors—All Year, Every Year," CURRENTS 22, no. 4 (April 1996): 40-42, 44.

"I Want to Take You Higher: Fund Raisers Share Their Ideas for Raising Donors' Sights," CURRENTS 12, no. 7 (July/August 1986): 30-32.

"It's the Donor, Stupid: Words of Wisdom to Post on Your Campaign Office Wall," CURRENTS 23, no. 10 (November/December 1997): 72.

Jones, Jeremy. "Askophobia: Most of Your Volunteers Feel Uncomfortable Asking for Money. This Training Technique Will Help Overcome Their Fears," CURRENTS 17, no. 10 (November/December 1991): 22-29.

Kelly, Kathleen S. "Learning the Ropes: A New Theory Weaves Together the Many Strands of Fund-Raising Activity," CURRENTS 24, no. 6 (June 1998): 27-28, 30-31.

Kirkman, Kay. "Thanks Again—And Again: Seven Simple Steps to a Successful Donor Recognition Program," CURRENTS 21, no. 8 (September 1995): 38-40.

Langley, James M. "True Value: Events Must Prove Productive and Profitable, Not Just Special," CURRENTS 18, no. 7 (July/August 1992): 72.

Larson, Wendy Ann. "Coffee, Tea, or Major Gifts?: At the University of Notre Dame, Major Donor Prospects Go First Class All the Way," CURRENTS 16, no. 10 (November/December 1990): 46-47.

Leslie, Larry L. and Garey Ramey. "What Appeals to Whom?: Different Types of Donors May Respond Better to Different Types of Approaches," CURRENTS 11, no. 7 (July/August 1985): 34-37.

Leslie, Larry L. and Garey Ramey. "When Donors Give: How Giving Changes in Good and Bad Economic Times," CURRENTS 11, no. 9 (October 1985): 25-26.

Levine, Janet. "Shut Up, Already. When Cultivating Donors, Your Silence Can Be Golden," CURRENTS 21, no. 9 (October 1995): 72.

Lineback, Don. "Four Views of Life After the Capital Campaign: Building on Your Strengths: A Small Private College Reveals How It Keeps Up the Momentum Between Campaigns," CURRENTS 17, no. 7 (July/August 1991): 18-20.

Martin, Gary J. "Thanks in Advance: How Recognizing Planned Gifts Can Help Get More and Bigger Donations," CURRENTS 16, no. 5 (May 1990): 22-26.

Mayfield, Elizabeth S. "Love and Money: Remember Your Donors and They'll Remember You," CURRENTS 12, no. 7 (July/August 1986): 34-36, 38, 40.

McGannon, J. Barry. "Who Should Ask for the Gift?: The Staff," CURRENTS 18, no. 1 (January 1992): 14-16, 18.

McLelland, R. Jane. "Essentials of Endowment Stewardship: Meet Campus and Donor Endowment Needs With Good Agreements, Well-Managed Money, and Regular Reporting," CURRENTS 23, no. 8 (September 1997): 28-33.

McNamee, Mike. "Can There be a Transforming Gift in Your Future?: Yes—If You Help Create and Communicate a Vision for Your Campus," CURRENTS 19, no. 2 (February 1993): 18-22, 24.

McNamee, Mike. "The Transforming Gift: To Inspire Great Gifts, Campuses Must Build a Compelling Case For Remaking Education," CURRENTS 19, no. 2 (February 1993): 6-8.

Messina, William and Karla Taylor. "Join the Club: More and More Institutions Use Mega-Gift Clubs to Get a Bigger Slice of the Pie," CURRENTS 12, no. 7 (July/August 1986): 12-15.

Montague, Susan. "A View from Canada: Planned Giving Has Plenty of Obstacles—But Pounds of Potential," CURRENTS 16, no. 5 (May 1990): 28-32.

Murphy, Mary Kay. "Multiply and be Fruitful: Making the Most of Deans and Faculty in Development," CURRENTS 19, no. 8 (September 1993): 49-52.

Pelnar-Zaiko, Ivana. "The Greenhouse Effect: Care and Attention to Your Principal Prospects Can Blossom into Principal Gifts," CURRENTS 19, no. 3 (March 1993): 21-24.

Phair, Judith T. "Rethinking Annual Reports: A New Look at the Old Standby of the Campus Publications Office," CURRENTS 18, no. 3 (March 1992): 44-48, 51.

Pollack, Rachel H. "Thanks for the Memories: A Dozen One-of-a-Kind Ways Institutions Reflect Campus Traditions When Recognizing Donors," CURRENTS 24, no. 8 (September 1998): 24-28, 30-31.

Pugel, Mary E. "Keep Those Cards and Letters Going: Give Donors What They Expect and Deserve—Old-Fashioned Thank-You Letters," CURRENTS 13, no. 3 (March 1987): 38-40.

Purcell, Philip. "Eternal Gratitude," CURRENTS 11, no. 3 (March 1999): 35-38

Reilly, Thomas J. "Million-Dollar Motivations: A Researcher Asks 30 Top Givers What Prompted Their Generosity," CURRENTS 21, no. 1 (January 1995): 10-15.

Ryan, Ellen. "Advice to the Fundlorn: Having Trouble With Your Trustees? Consultants Across the Country Offer Solutions," CURRENTS 15, no. 10 (November/December 1989): 40-44.

Ryan, Ellen. "Common Bonds: Three Experts Offer Tried-and-True Tenets of International Fund Raising," CURRENTS 20, no. 8 (September 1994): 18-22.

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www.gasb.org

Internal Revenue Service
www.irs.ustreas.gov

Chronicle of Philanthropy
www.philanthropy.com

Council for Advancement and Support of Education
www.case.org

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Department of Education
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National Association of College and Business Officers
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National Association of Independent Schools
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ABOUT THE AUTHORS

Irene Bunin

was the Director of Donor Relations/Assistant Director of Leadership Gifts at Vassar College. She is now working as an independent donor relations consultant. (irbunin@ibm.net, (914) 462-7745)

Jeanne McKown

is a Stewardship Officer at Georgia Tech.

Sherry Noden

is the Director of Event and Special Project Management at Southern Methodist University.

Marcia Novak

is the Assistant Director of Stewardship at Boston University.

Tammie Ruda

is the Associate Director for Marketing Communications at the Brown University Annual Fund.

Tracy Savage

is the Assistant Head of School for Development and PR at the National Cathedral School.

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From the introduction by Tracy G. Savage, Assistant Head of School, Development and PR, National Cathedral School

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